How part-time untrained teachers of adults learn to be effective teachers
by Suzanne Waring

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University

Abstract:
In most communities adult education opportunities are available through local universities or colleges, community colleges, or public school adult education programs. In addition, business and industry, labor unions, government, park and recreation departments, museums, health care facilities, and libraries, to name a few, provide courses and training. Like no other time in history, adults are interested in lifelong learning and make use of these institutions and agencies for providing learning opportunities. As a result, many teachers of adults are needed.

Teachers of adults are knowledgeable in their subject field; therefore, that requirement has often been the sole criterion for an agency to hire a particular individual - often without a job interview. Furthermore, many individuals who teach for those agencies and institutions are untrained as teachers of adults. Nevertheless, many of them become effective teachers.

The purpose of this qualitative research, using the case study approach, was to discover how untrained, part-time teachers learn to become effective teachers. The data were gathered by surveying the supervisors and students of effective teachers and by surveying and interviewing the effective teachers themselves. First, it was determined that the characteristics and practices encouraged by the adult education field were the same as those stressed by not only the students of these effective teachers, but also the effective teachers themselves. Jointly, the teachers and students spoke of enthusiasm for teaching and for the subject, respect/concern for the students, and patience as outstanding teacher characteristics. The effective teachers displayed a self-assurance that provided a foundation for the outstanding characteristics and practices they utilized as they went about their teaching responsibilities Effective teachers in this study often reflected on their teaching. They thought about their own effective teachers from high school and college and attempted to model after them They reflected on their own experiences in the classroom to determine what techniques or procedures were or were not effective for providing adults with worthwhile learning experiences. This ability to reflect on their own experiences as students and to think and react to their own teaching may be a key to these teachers' effectiveness.

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Suzanne Waring

A thesis submitted in partial fulfillment
of the requirements for the degree

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APPROVAL

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Suzanne Waring

This thesis has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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Date April 21, 1996

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ABSTRACT

In most communities adult education opportunities are available through local universities or colleges, community colleges, or public school adult education programs. In addition, business and industry, labor unions, government, park and recreation departments, museums, health care facilities, and libraries, to name a few, provide courses and training. Like no other time in history, adults are interested in lifelong learning and make use of these institutions and agencies for providing learning opportunities. As a result, many teachers of adults are needed.

Teachers of adults are knowledgeable in their subject field; therefore, that requirement has often been the sole criterion for an agency to hire a particular individual--often without a job interview. Furthermore, many individuals who teach for those agencies and institutions are untrained as teachers of adults. Nevertheless, many of them become effective teachers.

The purpose of this qualitative research, using the case study approach, was to discover how untrained, part-time teachers learn to become effective teachers. The data were gathered by surveying the supervisors and students of effective teachers and by surveying and interviewing the effective teachers themselves. First, it was determined that the characteristics and practices encouraged by the adult education field were the same as those stressed by not only the students of these effective teachers, but also the effective teachers themselves. Jointly, the teachers and students spoke of enthusiasm for teaching and for the subject, respect/concern for the students, and patience as outstanding teacher characteristics. The effective teachers displayed a self-assurance that provided a foundation for the outstanding characteristics and practices they utilized as they went about their teaching responsibilities

Effective teachers in this study often reflected on their teaching. They thought about their own effective teachers from high school and college and attempted to model after them. They reflected on their own experiences in the classroom to determine what techniques or procedures were or were not effective for providing adults with worthwhile learning experiences. This ability to reflect on their own experiences as students and to think and react to their own teaching may be a key to these teachers' effectiveness.

CHAPTER 1

INTRODUCTION

Background of Problem

The 1990s may someday be labeled the beginning of the information explosion era. The speed of the accumulation of knowledge that has doubled every five years during the last decade will continue to escalate (Appleberry, 1994). A Massachusetts Institute of Technology study estimated that by the year 2002 information will double every 11 hours (Hornung, 1987). James B. Appleberry (1994), President of the American Association of State Colleges and Universities, wrote:

> The discovery of new information gives individuals no choice if they want to keep up with their profession and at least be in a position to help control their own future. They will be required to commit themselves to a lifetime of study, learning and adaptation. (p. 2)

Furthermore, people are also living long healthy lives, offering expanded years to explore and learn new and varied ideas. Consequently, they seek out formal and informal learning opportunities from the time they leave secondary school to and throughout their retirement years. As a result, a demand exists for community institutions to offer learning opportunities in a wide range of topics--both practical and theoretical--with competent teachers guiding the learning experience.

As might be expected, universities and colleges, especially community colleges, are playing an integral role in providing individuals learning opportunities through adult, continuing education, and distance education programs, as well as through their standard offerings. At the same time, these institutions are also being affected by uncertain times with unstable fiscal resources, by a growth of new information to teach, and by ever-changing technology that also affects resources and knowledge. To allay these demands, colleges are hiring part-time faculty to complement their full-time tenured faculty to teach on campus, through distance-learning technology, and at distant sites.

Part-time faculty teach at lower wages and without benefits but, also, offer the adult students a broad range of engaging topics to explore and to integrate into their work and leisure lives. With special areas of expertise, part-time teachers

> bring to the college a richness and diversity of experience that is usually not found in a full-time faculty. This is especially true in business and industry, where part-time faculty members can offer up-to-the-minute observations to students who will soon be competing for jobs in the marketplace. (Harris, 1980, p. 13)

As a benefit to the institution, "part-time faculty represent enrichment, diversity, scheduling flexibility, short-term contractual obligations, and a degree of economic savings" (Harris, 1980, p. 15). The percentage of all undergraduate instruction performed by part-time faculty and graduate assistants has risen from 30% to 40% from 1980 to 1990 (Harris, 1980; Nielsen & Polishook, 1990). Therefore, educational institutions, as well as students and teachers, have a strong interest in whether instruction taught by part-time teachers is beneficial (Sellen, 1980).

In addition to colleges, other institutions offer adult education and community education programs. Churches, hospitals, industry, business, and governmental agencies such as Extension Service, correctional institutions, libraries, union apprenticeship programs, and private technical and business schools cite education as an integral facet of their mission. They have recruited part-time and volunteer teachers for classes, seminars, and workshops for a number of years. However, with the growth of the adult population, information, and technology and with the emphasis on life-long learning, educational demands from the public are projected to increase the need for teachers of adults in the coming years.

It is a characteristic of the field that a very large percentage of the college and adult education part-time teachers have not received training through certified teacher preparation programs taught in colleges and universities. Untrained teachers enter the classroom with little or no assistance in classroom management, resource knowledge, human relations information, knowledge of the characteristics of the adult students, motivational techniques, or teaching methodologies. With content expertise in hand, untrained teachers attempt to plan a course, work with students, and evaluate their teaching experiences. In addition to the practical experience required of the adult educator, other enigmatic attributes such as "self-confidence, the desire to share his or her know-how, and the ability to relate easily to people" (Sellen, 1980, p. 26) are essential characteristics but may not be apparent to the individual who has not been educated to become a professional teacher.

How does the part-time, untrained teacher acquire the confidence and skills that lead to successful teaching? A November 26, 1993, *Great Falls Tribune* article tells of an award-winning, full-time teacher who attributed his teaching skills to those who worked with him. Curt Prchal said, "When I came here 10 years ago, I didn't know how to teach. . . . What I do know now is due to the faculty here" ("Honored Teacher Shares Accolades," 1993, p. 1B). A teacher who is working with others can learn from them (Brookfield, 1990). Whenever a problem arises, a full-time teacher can talk the situation over with a co-worker in the hall, over lunch, or in the shared office. However, part-time adult educators arrive at a designated place, teach the class, and leave with very little interaction between themselves and other teachers. Therefore, when an unsettling event or problem continues to be unresolved to the satisfaction of both the teacher and the students, part-time, untrained teachers will often have no one to ask for assistance. All too often, part-time teachers must rely upon themselves to resolve content, student, and organizational problems.

Adults enrolling in courses can be, and most likely are, highly diverse. They are at different stages of psychosocial and physical development, have varied ability to solve complex problem-solving strategies, and have had extremely different life experiences (Darkenwald & Merriam, 1982). Adults seek out learning opportunities for a wide range of reasons, frequently feel trepidation about the possibilities of their being able to learn something new, and have little awareness of how they learn best. Nevertheless, when adults seek out adult education opportunities, they are motivated to learn something specific. The successful adult education teacher can utilize this

motivation to meet those diverse students on their own levels by helping them feel successful and showing each of them how they can best learn the new skill or information. The demands on the untrained adult education teacher are significant, as significant as those for the trained secondary and primary teacher.

Statement of the Problem

Although many intricate and finite skills are essential for providing the successful learning experience, some untrained, part-time adult educators have become highly competent instructors. They receive high marks on student evaluations with students requesting them again as teachers. Yet very little information is available that explains how they have learned to develop effective teaching practices. Who are these teachers--how old are they and what is their gender? Why do they teach? What teaching characteristics do they bring to the classroom--those who seem to have learned to be excellent teachers on their own? Do they enter the classroom for the first time and have the skills to teach or do they learn by trial and error on their own? What is it that they do to organize and manage a classroom environment? How do they know what are the correct teacher behaviors for the adult classroom? Do they naturally like people? Do they like teaching and do they feel that they are good teachers? How do they view themselves as teachers and how do they view the student? Educational agencies, supervisors, and teachers themselves know little about how the untrained, part-time teacher of adults becomes effective.

Those selecting part-time staff use little scrutiny in determining who would be an effective adult educator. Because administrators know little about what criteria they want in their part-time teachers of adults, they simply do not interview, mentor, or provide professional development for their part-time teachers. "Across the nation schools are suffering from a lack of administrative expertise at the departmental and divisional level to attract, hire, and retain qualified part-time faculty members. Research must be carried out and dissemination models developed to assist colleges in making more rational efforts in this area" (Harris, 1980, p. 14). There is little doubt that schools and agencies, administrators, and teachers themselves would profit from knowing how untrained teachers learned on their own to provide an effective learning experience for the adult student.

Purpose of the Study

The purpose of this study was to discover how a group of effective, untrained, part-time individuals became effective teachers. This information would be useful to those who want to teach adults or wish to improve their skills as teachers of adults, to those who hire teachers for adult education, and to those who provide professional development or mentor teachers of adults.

The major mission objective of most educational institutions is to provide the best educational experience possible for their student consumers. The core of that educational experience is the teacher's role assisting adults in their "lifelong process of continuing inquiry" (Knowles, 1980, p. 41). Because effective teachers are

enthusiastic, student oriented, knowledgeable of their subject area, creators of a positive learning environment, and have a clear, stimulating style in the classroom, they assist institutions in attaining their mission objectives.

Frequently expertise in the field is the sole criterion for selecting a teacher for adult education (Pratt, 1989, p. 78). As a result, students rarely complain that part-time, untrained teachers do not understand what they are teaching. Students do frequently complain, though, because of poor teaching skills. Instructional characteristics of teachers and the practices they utilize serve as the bread on which the content of the subject being taught is spread. Higher education institutions and adult education agencies need to have a knowledge base for understanding how part-time, untrained teachers of adults become effective on their own for hiring, mentoring, and professional development purposes.

Not only does the institution profit from knowing more about the characteristics and practices of effective part-time adult educators, but the untrained teacher also gains immeasurably. The untrained teacher needs the opportunity to reflect upon someone else's struggles, triumphs, and eventual satisfaction in facilitating adult learners. Knowing the results of this research can only further a person's mastery of teaching.

Research Questions

1. What did the demographics reveal about effective, untrained, part-time teachers of adults? Demographics included age, gender, type of agency the

teacher represented, teacher's educational background, number of months of teaching experience, and type of course taught by the teacher.

2. Did students identify the same characteristics of effective teachers as their untrained, part-time teachers of adults identify of themselves?

3. How did untrained, part-time teachers of adults learn to be effective? The *how* encompassed the events that taught a particular practice or characteristic, the persons who taught or modeled the characteristic or practice, and the particular skills or characteristics that were learned.

Significance of the Study

Colleges and universities report a large number of adult, non-traditional students who are enrolling in postsecondary education and are requesting that classes be offered at non-traditional times or in off-campus locations. Adults are also seeking out learning opportunities and training from many community organizations in addition to colleges and universities. Many such learning activities are planned and facilitated by a part-time adult educator who is often untrained in the craft of teaching.

Statistics emphasize the increasing importance of adult education to Americans. The National Center for Education Statistics (NCES) reported that 18,197,000 people or 11.8% of the population enrolled in at least one adult education course in 1978 (Darkenwald & Merriam, 1982, p. 119). In 1991, NCES (March 1992) verified that 57,391,000 or 32% of the population had taken part in

adult education. The number of people taking part in adult education increased by 20% in the years between 1978 and 1991. To look at it another way, if each additional educational activity averaged 20 people, almost 2,000,000 more adult education activities took place in 1991 than in 1978. Like no other time in history, there is a need for effective adult education teachers.

Adults have specific goals for enrolling in classes; consequently, they want and demand an effective learning experience. Apps (1981) wrote that returning students will not "put up with poor teaching" (p. 68).

> If the instructor is not willing to change, they [returning students] will back up and they will do what they have to do and probably smile in the classroom--but eventually, if there are enough of them, they will start raising hell on campus. They won't go out trashing or anything like that. But they will go to the dean and the administrators and will insist that change be made. (p. 77)

However, when teachers organize materials and curriculum, plan carefully, and perceive the needs of the individual students because they are enthusiastic about teaching and their subject, the effect can be gratifying for the student, the teacher, and the institution.

The results of a study showing how untrained, part-time teachers of adults learned to be effective may be useful in the following ways:

1. To amplify the available body of literature addressing the essential characteristics and practices of the teacher of the adult learner.
2. To note characteristics of successful part-time teachers of adults.

3. To focus on how untrained, part-time adult educators became effective teachers (what they learned, how they learned it, when they learned it, and from whom they learned)-- an area with little research emphasis in the past.
4. To create a window on the learning activities going on outside the university or college. This is an area that has had limited exposure in research.

The results of this study could be useful to those who consider teaching as an opportunity to share their expertise with adult learners. The information will benefit those who are presently teaching adult education but are dissatisfied with their facilitating skills and are not certain how to redirect their efforts. For those who hire adult educators and supervise them, this information could be especially beneficial as criteria both for interviewing part-time, specialized teachers and for mentoring them toward greater success in the classroom either in professional development programs or on a one-on-one basis.

Definition of Terms

The following will serve as definitions of terms for this study:

Adult education is considered to be "a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills" (Darkenwald & Merriam, 1982, p. 9).

Adult learner is a mature man or woman who takes responsibility for his or her own actions or decisions and has enrolled in a structured learning activity offered by higher education or community or nonschool education.

Classroom is "any organizational group learning situation, such as workshops, conferences, or training programs" (Darkenwald, 1989, p 67).

Effective teacher has the ability to critically reflect on and bring about the process and outcomes of facilitating learning that are worthwhile to learners.

Higher education. is considered to be those institutions both public and private who engage in formal postsecondary education. Higher education offers both credit and non-credit workshops, seminars, and courses.

Part-time teachers are those teachers who are considered college adjunct or who teach in community or nonschool education without being employed as a teacher for more than ten hours a week.

Students are those who participate as learners in structured adult education workshops, seminars, and courses sponsored either by an entity of higher education or community or nonschool education.

Teachers are those instructors, mentors, facilitators, trainers, advisors, resource managers, or educators who help adults learn in a structured environment (Boshier, 1985; Galbraith, 1991a).

Assumptions

A study design was utilized to learn how untrained, part-time teachers of adults become effective. The following assumptions were made:

1. Some people may be "born teachers"; however, even they must train themselves to be effective teachers.
2. To train themselves, untrained, part-time teachers of adults are involved in a thought process determining how and what they teach.
3. Untrained, part-time teachers of adults contend with varying content topics, types and ages of students, teaching conditions, new information in their area of expertise, and varying methodologies. They can analyze how they learn to manage successfully those components of teaching.

Limitations

There were limitations to this study:

1. The usefulness of this type of study is dependent upon the proper selection of effective untrained, part-time teachers in adult education and their ability to analyze what makes them effective. As a result, findings and conclusions are of effective, untrained, part-time teachers of adults and will not be indicative of all teachers or of primary and secondary teachers or of trained teachers or of full-time teachers.

2. The study was dependent upon the skills of the researcher.

> The validity and reliability of qualitative data depend to a great extent on the methodological skill, sensitivity, and integrity of the researcher. Systematic and rigorous observation involves far more than just being present and looking around. Skillful interviewing involves much more than just asking questions. (Patton, 1990, p. 11)

3. Because teachers are highly unique, effective characteristics or practices for one may not be beneficial to another. Furthermore, every group of adult students will bring together a unique classroom setting. With the learned information of this study, teachers may consider what elements can be utilized in their own teaching environment.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Agencies Involved in Adult Education

Adult education flourishes whether organized by the four-year college, the community college or at various community centers. Within college institutions, adult education courses are offered under the auspices of departments such as Extended Studies, Continuing Education, Distance Education, Outreach and the New College, which is the latest innovative idea of service to the nontraditional learner. Community colleges, in particular, have served as the major type of institution to offer non-credit courses. Community college offering of non-credit courses has increased from 2.6 million to 6.8 million in the last 20 years (Galbraith & Shedd, 1990, p. 6).

Faculty and staff of college and university systems have seen a dramatic increase in nontraditional students who are 25 years or older enroll in standard higher education programs. The number of nontraditional students has risen to 57% of all college students, and enrollments for this age group are projected to increase 16% (National Center for Educational Statistics, 1989-1990). These students have different needs from traditional students and are requesting a change in the college offering format, such as classes offered in the evenings, on the weekends, and at

off-campus locations (Apps, 1989). Colleges and universities may find resistance from the full-time faculty, who already have a full teaching load, to meet these particular needs of nontraditional students and, as a result, seek out part-time faculty to fulfill the new demands (Gappa & Leslie, 1993).

In some states, community colleges, technical institutes, and four-year colleges and universities are the primary deliverers of adult education while in other states public schools take that leadership role (Darkenwald & Merriam, 1982). In the adult education programs, sponsored by public school systems, part-time teachers share their knowledge with interested individuals in such topics as welding, small engine repair, wood carving, calligraphy, financial planning, and aerobics. Community education "identifies the communities' educational needs, assesses available community resources, and uses these resources to develop appropriate programs and activities to meet the identified needs" (Apps, 1989, p. 290).

In small, isolated communities, public school-based agencies often broker with distant colleges and universities to bring in college courses. For instance, in Lewistown, Montana, the community education supervisor brokers courses from six different colleges. Even though the course is credited through the distant college, it is frequently the responsibility of the community education supervisor to find qualified individuals who live in the community to teach the courses.

"In recent years, the line between educational institutions and other organizations has become increasingly blurred. Many different types of institutions now actively sponsor educational programs" (Calvert, 1985, p. 5). Quasi-educational

organizations have been dubbed by such names as "shadow education systems" or "nonschools" (Calvert, 1985, p. 1). These agencies can be divided into two areas: nonprofit, self-supporting agencies and those that are for profit. Nonprofit agencies include Cooperative Extension Service; religious institutions; health organizations; libraries and museums; community-based agencies, such as community park and recreation departments, Red Cross, and YWCA; voluntary organizations, such as League of Women Voters; professional organizations; worker education programs; and national adult education clearinghouses and conference providers. For-profit providers include correspondence schools; proprietary schools; private teachers and tutors; consultants and workshop providers, such as Career Track; business and industry-sponsored programs, such as Dale Carnegie; and conference centers (Apps, 1989).

In addition, business and industry have their own training organizations which have increased in the last 25 years. In 1994, the total training budget of organizations with 100 or more employees in the United States was at a $50.6 billion all-time high. This had increased from $40 billion in 1988 ("Training Budgets Edge Upward," 1994).

> This growth has been so great that the business corporation has become one of the principal educative forces in contemporary society. This has occurred for a host of reasons, including rapid technical change, the increasing complexity of most jobs, a sharp increase in individual mobility both within and across occupational categories, the widespread recognition that "human resources" are a valuable asset that should be "developed" on a continuous basis and a plethora of governmental regulations that require corporations to provide training in a multitude of areas related to occupational safety, quality assurance, and compliance with various legislative mandates related to

> environmental protection, consumer rights, affirmative action, and so on. (Darkenwald & Merriam, 1982, p. 170)

In a survey compiled by Wilson (June 1984) for The Learning Connection Network (LERN), an estimated 200,000 people were working as trainers in American industry. From 1988 to 1994 the total annual budget for trainer salaries in industries of 100 or more employees increased from $27 billion to $36 billion ("Training Budgets Edge Upward," 1994). "According to a recent survey conducted by the Bureau of Labor Statistics, 71% of all employers provided some kind of formal training to employees. The participation rate of large establishments was nearly 100% while 69% of smaller employers with less [sic] than 50 employees provided some formal training" (Knowledgework Solutions, 1995, p. 7).

The number and variety of quasi-educational organizations offering adult education is growing because people are seeking out learning opportunities. Many of the individuals who call themselves facilitators or trainers of these organizations are teachers of adults. Adult Education agencies are numerous and will continue to grow into the next century. The demand for effective programs and teachers can only increase.

The Adult Education Professional

Houle (1970) drew a pyramid as a graphic representation of adult educators. At the apex of the pyramid were the professional educators who focused on adult education. They worked in and directed adult education programs found throughout the country. These people commonly identified themselves with the agency for which

the adult education department was simply an appendage. They rarely thought of themselves as adult educators. They often moved into the directorship, developed adult education programs for a number of years, and then were promoted to another position within the parent agency. Except for the professional faculty of adult education in the education departments of graduate schools, this very important leadership aspect of Houle's adult education pyramid remained unstable (Houle, 1970).

Below the apex of the pyramid were the facilitators, trainers, and teachers who were face to face with the adult learner. They either taught in adult education full time or worked in the field part time as a way to supplement their income. Directors of adult education agencies were cognizant of individuals on campus or in the community with the special knowledge and expertise needed to teach courses, seminars, or workshops. Those fulfilling the responsibilities dictated by the mid-section of the pyramid were more likely to call themselves adult educators than those at the apex (Boshier, 1985).

At the bottom of the pyramid--in Houle's viewpoint, the largest section of adult educators--were the volunteers who spent hours working in the community in capacities such as those training Boy Scout leaders, preparing people to answer Crisis Hot Lines, or teaching individuals to be knowledgeable voters as representatives of the League of Women Voters (Houle, 1970).

For the purpose of this study, it was important to take a closer look at the middle section of Houle's pyramid which encompassed the large number of adult

education teachers who work part time. Many take on the extra work because they have young families and large mortgages or they may seek full-time employment and determine that part-time teaching at a college may provide the avenue leading to full-time employment (American Association for Adult and Continuing Education [AAACE], 1994; Boshier, 1985). They frequently hold other full-time positions but for several reasons--of which the joy of sharing their knowledge with others is predominant--they choose to extend the working day to facilitate an adult education learning activity. Those teaching adult education in public school programs are often K-12 teachers who are supplementing their income by moonlighting and have no training in methods of teaching adults (Grabowski, 1978). At the community college level, "part-time faculty" are of two groups. Some strive to become full-time faculty while others teach to enhance their full-time profession by becoming part-time members of academia (Hauff & Berdie, 1989).

Quanty (1976) drew a profile of the part-time teacher of Johnson County Community College from a survey that indicated that 56% were male and 97% were white with an average age of 33. Fifteen percent had advanced degrees while 54% held master's degrees. On the average they taught 1.5 classes per session while 60% taught only one class. Fifty-three percent had taught at the community college for fewer than two years, and 87% held outside jobs.

A survey done in Minnesota over ten years later indicated that females outnumbered males among part-time faculty members. The mean number of credits taught by an individual part-time faculty during a year was 22. Half of the part-time

faculty who responded to the survey worked only for the community college while one-fourth also taught elsewhere out of the community college system (Hauff & Berdie, 1989).

Colleges and universities reported 164% increase in part-time faculty between 1970 and 1988 while full-time faculty had increased 37% (Nielsen & Polishook, 1990). In 1987, 40% of all undergraduate classes were taught by part-time faculty (Nielsen & Polishook, 1990). The National Center for Educational Statistics reported that 47% of community colleges' faculty was part time (Ostertag, 1991). Yet eight years later, the American Association of Community Colleges (1995-1996) reported that 65% of the community college faculty was part time. In a study by Shedd and reported by Galbraith and Shedd (1990), over 53% of the part-time faculty had no training in adult education, 63% had no formal teacher training of any type, and 53% had less than five years teaching experience in higher education.

Because of the nature of adult education and the multitude of agencies who hire or seek volunteers for structured adult education learning activities, it is difficult to define the adult education teacher. A survey done by Hartman for the Learning Resources Network (LERN) described a typical adult educator as:

> New to the position, has little or no course work in adult education, holds a degree in fields other than education, comes from the field outside of adult education, anticipates his/her next job to be outside adult education, is likely to leave it in five years, and works very hard. (Hartman, 1983-1984)

However, only 5% of the respondents were teachers while 50% were directors, presidents or deans of an adult education agency.

The variety of agencies offering adult education training and courses and the individuals with diverse backgrounds teaching adult education lead many individuals to identify with another profession other than adult education (Galbraith & Zelenak, 1989). They will identify with the entity for which they work such as the museum, extension service, or labor temple instead of calling themselves adult educators (Boshier, 1985, p. 7). As Boshier (1985) so vividly described, so many come "to adult education through the legendary back door [that] one wonders if there is a front entrance" (p. 5). As the result of a lack of a common identity, most teachers teaching adults do not strive to be trained in the methodologies of adult education (Merriam, 1988b, p. 32). Adult education associations often discover individuals performing similar jobs in different settings and unaware of being a part of a movement with its own theory and research literature (Boshier, 1985). Until these teachers begin to identify themselves as adult educators, the field of adult education will remain unstable (Brockett, 1991).

Across the broad spectrum of adult education are the individuals who volunteer their time to teach. These individuals have certain principles for sharing their time. The American Red Cross (1990) described volunteers as "individuals who reach out beyond the confines of their paid employment and of the normal responsibilities to contribute time and service to a not-for-profit cause in a belief that their activity is beneficial to others as well as satisfying to themselves" (p. 4). In a dissertation of a study of volunteers, Godbey (1958) summarized the volunteer:

> He is better educated, he works as a professional or other vocation which in itself requires more education and probably provides better

> income than the "average," and if he owns and occupies a home, it has more rooms than that of the "average" citizen. In age, however, he is about the same as other citizens, not being markedly older or younger . . . . These volunteers, it would seem, are persons with well-developed social consciences, and the training and means to do something about them. These volunteers have determined in large measure what is the desirable relation of themselves to the society of which they are part. This relationship includes service to others above and beyond minimum standards set by law and custom. (pp. 50-51, 61)

Houle's often-quoted pyramid has recently become distorted. Increasingly, women, who made up the majority in the legion of volunteers, are moving into the workforce leaving little time for filling the volunteer positions in the community. This one factor has decreased the size of the foundation of Houle's pyramid. Furthermore, the escalation of the number of adult and continuing education courses offered as a result of interest in life-long learning activities has increased the number of individuals representing the mid-section of the pyramid and serving the adult learner directly, causing the center section of the pyramid to balloon outward. At the same time the number of professionals being trained, teaching in, and directing adult and continuing education programs has increased throughout the country (Boshier, 1985). Simply checking the classified ads in *The Chronicle for Higher Education* and one's local newspaper shows an increase in positions calling for adult education directors. Houle's pyramid now has the pumpkin-shaped appearance.

The Adult Education Teacher

Are good teachers born or made? Eble (1977) titled his book *The Craft of Teaching* because, "I was endorsing a belief that in anything we do well, we are both born and made. More made, generally, I think than we allow" (p. 5).

Other experts agree with Eble. Roueche and Baker (1986) studied the characteristics of good teachers and identified predominate attributes in *Profiling Excellence in America's Schools*. They asserted, "We contend that anyone with reasonable intelligence who wants to become a good or better teacher can cultivate the attributes that characterize the excellent teacher" (p. 133). After reviewing research on effects of teacher behavior on student achievement, Brophy and Good (1986), however, were not so quick to agree. They concluded that even though most adults could survive in the classroom, not all can be effective teachers.

> Even trained and experienced teachers vary widely in how they organize the classroom and present instruction. Specifically, they differ in several respects: the expectations and achievement objectives they hold for themselves, their classes, and individual students, how they select and design academic tasks, and how actively they instruct and communicate with students about academic tasks. Those who do these things successfully produce significantly more achievement than those who do not, but doing them successfully demands a blend of knowledge, energy, motivation, and communication and decision-making skills that many teachers, let alone ordinary adults, do not possess. (Brophy & Good, 1986, p. 370)

Thomas and Ferguson (1987) concurred that by advantage of birth and childhood environment, some people seem to have natural qualities toward teaching; however, a person will not become an outstanding teacher inherently. Lowman (1984) wrote:

> College teachers' effectiveness is . . . a function of both personal and environmental characteristics. Some are more naturally skilled than others, but conditions affect the way any instructor's skill is applied. The key issue is, of course, the *relative* contribution of the individual skill and institutional support to the quality of teaching (p. 211).

Thomas and Ferguson (1987) believed, "Excellent teachers have always worked systematically to acquire and perfect the skills that made them outstanding. Quality performance in any endeavor takes conscientious and persistent honing" (p. 185).

From this discussion the conclusion might be drawn that some teachers are naturally gifted in the classroom while there might be a few who would find teaching unnatural and unattractive. For most, however, teaching--in fact, effective teaching--can be attainable. Those who seek to teach must put forth energy, develop a sense of perception of what works well, and seek to learn even though perfection is never fully attained. To Barer-Stein (1994) the continual act of seeking to perfect teaching makes it a craft.

One aspect of honing those practices and characteristics might be for a person to analyze his or her philosophy for teaching. All teachers have a working philosophy that serves as a basis for how they function as teachers. Regardless of whether or not they have written down or thought through this philosophy, it governs their attitudes and behaviors as teachers (Apps, 1981). A teacher's philosophy directs his or her beliefs about the nature of the learner, the purpose of the curriculum, the role of the teacher, and the mission of education (Conti, 1990). In other words, it directs all of the practices of teachers, including those teachers who teach adults in various community-based agencies.

The natural qualities that teachers bring to the classroom, the willingness to put forth energy to improve their ability to teach, and the awareness of a philosophy that drives feelings about teaching and education bind together to make teachers what they are.

Characteristics and Practices of Effective Teachers

This review of literature revealed that experts have many different models charting teaching characteristics essential for an effective learning experience for students enrolled in postsecondary education, as well as community and nonschool education. Sherman, Armistead, Fowler, Berksdale, and Reif (1987) used the words "enthusiasm," "clarity," "stimulation," "love of knowledge," and "preparation/organization." Alciatore and Alciatore (1979) wrote of interest in students, good personality, interest in subject matter, ability to make the subject interesting, and objectivity in presenting subject matter and dealing with students. Feldman (1976) cited these characteristics: ability to stimulate interest in the topic, enthusiasm, knowledge of subject taught, and preparation for and organization of the subject matter. Hoffman (1963) listed teacher's attitude toward students; presentation skills; personal characteristics and general worthiness; knowledge of subject; stimulation of thought and interest; positive attitude toward the subject, tests, and grading; and creation of a positive classroom climate. It is very difficult to determine effectiveness because

> what constitutes effective instruction (even if attention is restricted to achievement as the outcome of interest) varies with context. What

> appears to be just the right amount of demandingness (or structuring of content, or praise, etc.) for one class might be too much for a second class but not enough for a third class. Even within the same class, what constitutes effective instruction will vary according to subject matter, group size, and the specific instruction objectives being pursued. (Brophy & Good, 1986, p. 370)

However, an attempt must be pursued to discover effective practices for adults in the classroom if the knowledge of effective practices utilized by the adult education teacher is to grow.

Whether teachers are born with the qualities to teach and/or learn those skills through a childhood environment or whether they strive for that result through class-by-class examination of what is effective and what is not, an examination of the literature reveals that the characteristics and practices of effective teachers characteristics can be grouped into the following six areas: (a) an enthusiasm about the subject and about teaching, (b) a capability to show concern for students as learners and respect them as adults, (c) the skill to create a positive learning environment, (d) an ownership of knowledge of the subject and methodologies for teaching that particular subject, (e) the incentive to arrive prepared and organized for teaching responsibilities, and (f) an ability to be clear and stimulating in their classroom style. These terms are mere guideposts to guide the individual teacher's reflection as every situation has different learners, unique context, and specific course content to be introduced.

Effective Teachers Are Enthusiastic About the Subject and Teaching

Enthusiasm for the opportunity to teach, to work with students, and to facilitate learning on a particular subject is a vitally important characteristic of an effective teacher (Alciatore & Alciatore, 1979; Apps, 1981; Eble, 1977; Feldman, 1976; McKeachie, 1986; Sherman et al., 1987). A respondent to Thomas and Ferguson's study of effective teachers wrote of an English teacher:

> Brother Gerard . . . had an effect on my life because of his love and enthusiasm for his subject matter and for being a teacher. I shall never forget the day he recited word for word the poem "Lady of the Lake." His enthusiasm made me enjoy literature and also encouraged me to become a teacher. (Thomas & Ferguson, 1986, p. 168)

When a teacher is enthusiastic, the students quickly detect that enthusiasm, and whether or not the student delves into the subject enough to want to follow in the teacher's footsteps, the teacher's enthusiasm makes the subject more palatable for courses that are required and more enjoyable for courses that have been taken by students wanting increased skills and knowledge.

Lowman (1984) pointed out that "the best way to keep students from being bored by a subject is to show them that you are not bored with it" (p. 74). Students used the words "dedication," "devotion," "enthusiasm," "fervor," and "love" to describe excellent teachers' attitude toward the subject and teaching in a study by Hoffman (1963). Responses to the survey relayed that teachers' enthusiasm for their subject often became infectious and "led to important changes in the student's life as a choice of major, a choice of vocation, a resolve to go on for graduate work, and a lasting intellectual concern with a particular field of knowledge" (Hoffman, 1963,

p. 23). Wlodkowski (1991) pointed out that teachers who "treat students with a normal positive expectation that they will learn" and who "make the learning worthy of adult learners' choice" (p.100) can motivate students to be also enthusiastic about the subject.

Literature has supported the view that enthusiasm can be detected by specific visually identified behaviors. Collins (1978) determined the following behaviors exude enthusiasm: rapid and excited vocal delivery, eye movement, gestures, movement, surprised facial expressions, word selection, acceptance of ideas and feelings, and explosive and exuberant energy level. Bettencourt, Gillett, Gall, and Hull (1983) utilized nearly the same terminology by determining that enthusiasm could be identified by dancing, wide open eyes; rapid, uplifting, varied vocal delivery; ready, animated acceptance of ideas and feelings; emotive facial expressions; selection of varied words; and exuberant overall energy level. Results of a study by Bettencourt et al. (1983) showed that training could increase teacher enthusiasm in the classroom and that elementary children were better at staying on task with a teacher who displayed enthusiastic behaviors (p. 437).

An outcome of a study of Native American learners' reflections on teacher actions revealed that the teacher's smile influenced learners (Conti & Fellenz, 1988):

> Unlike smiles in the movie industry or the political arena, students know the true smile from a teacher cannot be fabricated. They recognize good teachers by "that smilish look on his face." They know that "good ones smile a lot" and that there is a lot of meaning and feeling in a smile. From these expressions they can sense that "she made me feel welcome. She [radiated] a genuine smile." (Conti & Fellenz, 1988, p. 2)

Enthusiastic teachers are motivated, and motivated teachers seem to have a "zest for life" (Conti & Fellenz, 1988, p. 2). They are role models to students by being goal oriented in their own lives with a commitment to their careers (Thomas & Ferguson, 1987) and willing to reveal a human side to adult students (Galbraith, 1991b). Enthusiastic teachers expect much from their students, are accessible outside the classroom, find satisfaction in their profession when they see their students learn, and, because of the time they spend on their profession, see beyond the units they teach to the "big picture." (Pratt, 1989 p. 80; Thomas & Ferguson, 1987, p. 162).

Effective Teachers Show Concern for Students as Learners and Respect Them as Adults

A review of literature revealed several components making up the teaching characteristic of being student-oriented. To adult students, teachers must be objective (Apps, 1981; Thomas & Ferguson, 1987) and reasonable (Eble, 1977): listen actively (Thomas & Ferguson, 1987); have good rapport with students (McKeachie, 1978; Thomas & Ferguson, 1987); show empathy (Hoffman, 1963; Thomas & Ferguson, 1987) and understanding (Draves, 1984); encourage mutual respect (Brookfield, 1986); treat students as individuals (Hoffman, 1963); show a willingness to be warm, loving, caring and flexible enough to accept others (Tough, 1979); and show respect for others' self-worth (Brookfield, 1986). In fact, concerned teachers pay close attention to increasing the adult student's self-worth (Brookfield, 1986).

From a practical point of view, suggested good teaching practices for relating to students are knowing students' names, keeping students informed of their progress,

helping students one on one, grading and returning papers promptly, and telling students when they have done well (McKeachie, 1986). Teachers should encourage students' questions and viewpoints, should be sensitive to how students feel about the material or its presentation, and should encourage students to be creative and independent in dealing with material (Lowman, 1984). Large classes and other variables can hinder the teachers' attempts in these basic components of respect for students; however, it is important for teachers to take advantage of every opportunity to show students that they care about them as people and as students (Findley, 1995).

An aspect of relating to students is to understand why adults engage in adult learning activities. Brookfield (1986) suggested "that adults learn throughout their developmental stages of adulthood in response to life crises, for the innate joy of learning, and for specific task purposes" (p. 7). They do not need to be convinced of the reality of lifelong learning. Often adults look to adult education for the following reasons: (a) when some significant problem has developed, such as a job change, retirement or loss; (b) when there is a need for a positive change agent such as following a marriage, divorce, or death of loved one; (c) when the individual strives toward some personal critical reflection to problems; and (d) because there is a socially acceptableness for different ethnicities to take part in formal learning activities (Apps, 1981; Ewert, 1994). Houle (1961) submitted that adult learners become involved in continuing education for three reasons: (a) They seek to gather knowledge for a specific goal; (b) they pursue education for social reasons unrelated

to objectives of the learning activity; and (c) they strive to learn for the sake of learning regardless of whether it could be applied to immediate life activities.

Concerned teachers understand that adult learners often arrive at the learning site with trepidation. Daloz (1986) believed:

> Teachers of adults do well to recognize the anxiety experienced by many beginning students. It is often masked as bravado or scorn, but underneath often lies a deep uncertainty--about the ability to succeed "late in life," about losing face before other students or teachers half their age, about working in sometimes starkly unfamiliar realms. (p. 31)

Will they embarrass themselves, they wonder. Wlodkowski (1991) encouraged teachers to tell students that they can be successful learners. If students do not expect success or experience success, their motivation to learn will be highly affected.

Many adult students come to the learning experience with the I-want-to-learn-about-this-but-I-may-be-too-old-and-too-dumb anxious feeling. This attitude is more common than the exception.

> They [students] speak about getting chills, about their hair standing up on the back of their necks, or about their pulse racing with excitement. They talk about feeling flushed with anger or hot with embarrassment, or they describe a painful knot of anxiety forming inside their stomachs as they see themselves falling short of self-imposed or teacher-prescribed standards. Learning is rarely experienced in an emotionally denuded, anodyne way. (Brookfield, 1990, p. 46)

Especially when adults are learning difficult knowledge and skills, they may feel a threat to their self-esteem, and some become angry and resentful (Brookfield, 1990). Most adults cover their fears well, but almost all of them have had some kind of "put down" as to their ability to learn, resulting in their hesitancy to step forward in a formal learning experience. Brookfield (1990) called this the Impostor Syndrome as

adult students at all levels of learning tend to feel that they lack the skill and ability to be successful in attaining their educational dreams. They perceive that everyone else is much more capable than they, and, somehow, they have entered the program under false pretenses. This may occur even with senior professionals who hold positions of great responsibility. What is important for teachers to know about this hesitancy is that it can affect learning.

> It is also worth noting not only that emotions influence learning, but that there are many similarities between the "field of emotion" and the "field of learning." Both learning and emotion are aspects of the same process of adjustment to environmental situations which the person must make continuously. Feelings are not just aids or inhibitors to learning; the goals of learning and emotional development are parallel and sometimes identical. (Kidd, 1973, p. 95)

Many adult education programs can help the adults understand why they feel anxious and that many other adults feel the same way. Steps can be made to help the adults relax and to assist in providing information on how a particular course should be studied (Kidd, 1973). The support adults receive from the learning community is imperative if adults are to be able to meet their goals (Brookfield, 1990).

The anxiety and intenseness that adults have when they attempt to learn is often compounded by outside influences.

> Adult students are usually here because they want or need to be and usually the intensity and eagerness they bring to the class, the life experiences and the searching questions, their often heroic efforts to overcome responsibilities, tiredness and countless other commitments to be in a course, the family and financial difficulties they often have to hurdle cannot help but incite a level of intensity and commitment from the teacher that may not be provoked in teachers of children.

> There is rarely a passive complacency in teaching adults. (Barer-Stein, 1994, p. 12)

Even when the teacher puts the student first, to be effective the teacher has to also consider himself or herself. If adult education is built on the premise that the teacher understands the student and the student is adult enough to understand the teacher, the teacher can be honest with himself or herself as well as with the student. For example, not all effective teachers tell jokes well, learn their students' names immediately, or move around the room while lecturing. However, if the teacher is honest with students, they will immediately understand and feel comfortable with that teacher (Brookfield, 1990).

Interestingly, teachers who set clear and apparent goals in their personal lives also excel as teachers in the classroom (Roueche & Baker, 1986). As a result of these apparent goals, they serve as model individuals with a strong sense of direction. Sometimes they model effective teaching strategies which students later emulate in their own teaching--whether formal or informal, at times they show a strong commitment toward some particular project or idea, while at other times they serve as good role models as humans (Thomas & Ferguson, 1987).

To care about all students, not just those who agree with the teacher or the ones who are most intelligent or attractive, is one sign of an effective teacher (Apps, 1981). Daloz (1986) insisted:

> Good teaching rests neither in accumulating a shelfful [sic] of knowledge or in developing a repertoire of skills. In the end, good teaching lies in a willingness to attend and care for what happens in our students, ourselves, and the space between us. Good teaching is a

> certain kind of stance, I think. It is a stance of receptivity, of attunement, of listening. (p. 244)

Effective Teachers Are Creators of a Positive Learning Environment

Adult students often wonder if they can compete with other students or whether their grades will influence what their coworkers or family will think of them. Some remember their years in elementary and secondary education as embarrassing or dissatisfying. Others consider learning as synonymous to the word "boring." Adult education teachers have to consider these factors if they want to create a positive learning environment for their students.

Creating a positive learning environment is essential for learning (Apps, 1981; Brookfield, 1986; Galbraith, 1991b; Knowles & Associates, 1984). The confident teacher will encourage an informal environment where adults can relax (Galbraith, 1991b; Knox, 1980). This informal environment includes the physical aspects that should be considered before the class takes place. "Furnishings and equipment should be adult-sized and comfortable; the meeting room should be arranged informally and should be decorated according to adult tastes; and acoustics and lighting should take into account declining audiovisual acuity" (Knowles, 1980, p. 46). Immovable chairs that are often found in college classroom settings get into the way of learning because this kind of setting makes it difficult for students to work in various sized groups (Apps, 1981). Tables with chairs at the tables are preferred by adults students. This allows face-to-face communications with the instructor and each learner (Vosko, 1984).

Providing a psychologically positive learning environment is as important as the positive physical environment (Knowles & Associates, 1984). The first meeting sets the stage for a positive learning environment (Draves, 1984). Arriving early, teachers are ready to meet the students as they enter the classroom. Teachers should informally introduce themselves at the onset of the class, reduce apprehension by using warmup activities, provide an opportunity for students to introduce themselves, overview the course, and obtain feedback through an assessment from the participants to obtain a perspective on student needs and objectives (Draves, 1984; Knox, 1986). Galbraith (1991b) encouraged teachers to introduce themselves in a way that implies, "I'm human and I want to be an active participant and learner in this educational experience" (p. 17). A positive learning environment occurs when students come first and subject matter comes second. "The instructor starts with students and their interests, their problems, their reasons for coming to school, their experiences, and then ties all of this to the subject matter of the course" (Apps, 1981, p. 154).

Active listening is a component of effective teaching (Roueche & Baker, 1986). There are two components of active listening--how teachers listen and the attitude they take when they do listen. Generally, listening is thought of as the teacher sitting down with the student or students and paying attention to what students have to say; however, listening can be done on paper--and now electronically. When teachers pay close attention to what students say in print and carefully respond with suggestions and comments, they are utilizing one form of

active listening (Thomas & Ferguson, 1987). The way teachers actively listen during a class session makes a difference in student learning. Students should have many opportunities to respond to a presentation, to ask questions, and to clarify. "So important is this fact in its many ramifications that some psychologists, poets, and educationists have said that all learning is a dialogue--between learner-author, or learner-teacher, or learner-fellow learners. It is when the conditions for this dialogue are not present that we may fear the consequences" (Kidd, 1973, p. 224).

Teachers can be available to listen at the end of class when students who hesitate to speak in class will approach the teacher. "It is not easy for teachers to listen; for one thing it takes time, time better spent, some teachers say to themselves, telling students what to do and getting them to do it. For another, what is the use of being a professor if you can't tell people what you know and what they should do?" (Eble, 1988, p. 111). However, students need teachers who are mentors and mentors listen (Daloz, 1986; Eble, 1988). In Thomas and Ferguson's book, *In Celebration of the Teacher* (1987), Laurence H. Lattman, President of New Mexico Institute of Mining and Technology at Socorro, wrote of his graduate advisor, John L. Rich, at the University of Cincinnati:

> From him I learned that all of us have something to offer and that even the most senior should listen to the earnest neophyte as a potential source of new and creative ideas. We can, to greater or lesser extent, all learn from each other. I have never forgotten the dignity with which he treated me and have remembered it, and its effect on me, whenever I feel impatient with others' ideas. (Thomas & Ferguson, 1987, p. 91)

One of the teacher's responsibilities is to create a climate where there is the "development of a group culture in which adults can feel free to challenge one another and can feel comfortable being challenged" (Brookfield, 1986, p. 14). This moves the class beyond exchanges of opinion to the probing of underlying beliefs and behaviors that students may have never had the opportunity to question and explore (Brookfield, 1986). To be skilled at guiding a class of adults, teachers become adept at body language. "They are alert to students' reactions, both spoken and unspoken. They can read in the faces of people puzzlement, dismay, disappointment, disagreement, agreement, enthusiasm, boredom--and know appropriate responses" (Apps, 1991, p. 114).

Classroom management also plays its part in creating a positive learning environment. Clear objectives set forth at the onset of the class and a predetermined plan for administering the events of the course all cast a positive hue on the learning environment. Not only the time teachers take to grade students' work but also their reaction to those who might challenge a grade or complain about how a paper is graded set the tone for all aspects of a course (Findley, 1995).

Effective Teachers Are Knowledgeable in the Subject Field and in Methodologies for Teaching the Subject

Teachers' knowledge of the subject field and in methodologies for teaching provides the nucleus for all classroom activity. It is useful to utilize Knox's (1980) cognitive skills categories--knowledge of content and knowledge of methods--in the discussion of the effective teacher's realm of knowledge.

When officials and administrators seek out new teachers, most untrained, part-time teachers of adults are first identified by their expertise in the content. "Foremost among personal characteristics contributing to teaching of the highest quality is an intelligent, clear, and thorough understanding of content" (Lowman, 1984, p. 212). It is also important for the teacher to be interested in the content (Apps, 1981), possess practical knowledge of the field (Hoffman, 1963), maintain accuracy in content (Lowman, 1984), exhibit knowledge in a variety of areas (McKeachie, 1986), and demonstrate capability of making interrelationships of knowledge areas clear (Lowman, 1984; Sherman et al., 1987).

Knowledge of methodology can be as simple as utilization of the chalk board or other visual medium such as a flip chart or overhead projector or as complex as utilization of techniques to help students move from being dependent learners in a subject to becoming independent learners (Draves, 1984; Grow, 1991). Effective teachers must not only have a supply of methodologies in reserve and use techniques to provide the best learning situation but also reflectively evaluate what is most effective with adults generally and a particular class of adults specifically (Thomas & Ferguson, 1987). Martin (1985) described the value of teaching methodologies:

> Methodologies are to great teaching what a musical score is to the sound of a great symphony. The score does not make the sound; human beings do. Following the same score, a gifted musician creates art and a poor one treats the audience to a musical catastrophe. Teaching is an action that emanates from a person, the teacher. The qualities of that person will ultimately determine the nature and the quality of the teaching. (p. 25)

In an effort to determine the basic assumptions of effective adult learning, Conti (1983) surveyed the writings of the highly regarded adult education experts--Freire, Lindeman, Houle, Knox, Kidd, Knowles, and Bergevin--and concluded from their research and insights that it is best for the adult learner when the curriculum is learner centered; examples come from the learner's experiences; adult learners become self-directed; learners participate in needs assessments, goal setting, and outcome analysis; and the teacher is a facilitator and discourages the assumption that he or she is a "repository of facts" (Conti, 1983, p. 63). These factors help the teacher relate to students as learners.

Teachers need to know that methodology should incorporate a process called *praxis*. This is a word that Brookfield borrowed from Paulo Freire (1970) who first used the word as "the action and reflection of men upon their world in order to transform it" (p. 66). Following Freire, Brookfield (1986) used *praxis* to mean the process of exploring new ideas, knowledge, and skills in the context of one's experience and background. Once the exploration occurs, some action that utilizes the new information takes place. Of course, using the information, if possible, in a real life situation best tests whether the information is useful to the learner. Then an opportunity to reflect upon the information and its implications in that person's life should be provided. What is important in the classroom is the nature of the teaching-learning transaction and the extent the important features of mutual respect, negotiation, collaborativeness, and praxis are utilized (Brookfield, 1986).

Praxis, the process whereby an individual first does something and then reflects upon it may be conceptually clean; however, in reality there may be no division between the two. "Schön's work on reflection in action is especially interesting because it describes how practitioners reflect upon events while 'inside' them" (Brookfield, 1990, p. 50). The combination of "reflection in action" that the teacher learns to utilize during teaching and "reflection on action" that occurs after teaching are attempts to provide meaning and solutions to problems (Pratt, 1989, p. 81). Schön (1983) described it this way:

> When we set the problem, we select what we will treat as the "things" of the situation, we set boundaries of our attention to it, and we impose upon it a coherence [that] allows us to say what is wrong and in what directions the situation needs to be changed. Problem setting is a process in which, interactively, we name the things to which we will attend and frame the context in which we will attend to them. (p. 40)

The reflection utilized during problem solving is more than the simple introspection that people do regularly. "It is a conscious, intentional movement of critical thought back and forth between practice and ideology, between self and society, asking why and how things came to be as they are" (Pratt, 1989, p. 82).

Teachers often reflect on the best methodologies to utilize to provide the best learning opportunities for students. Brookfield (1986) was very specific about what methodology not to use:

> A mass lecture to an audience of adults in which there is no opportunity for discussion, no time for questions, no chance for collaborative exploration of different viewpoints, and no attempt to make some links between the learners' experiences and the topic under discussion is poor practice. (Brookfield, 1986, p. 9)

However, there may be situations and materials conducive to lecture. In her contemporary book, *True North,* Jill Ker Conway (1994), the former president of Smith College, relates components of lecture at its best:

> I found that I could perform very well, speaking extemporaneously. My memory was excellent, the outline I had prepared clear in my mind, but many more striking illustrations, and points of complexity and interest, came to me when I wasn't able to refer to the printed page. Listeners become much more engaged when the person standing in front of them is thinking on her or his feet. Then the occasional hesitation in search of the right word, or the spontaneous aside, keep the listener alert, and able to take in and retain more. I gave up clinging to the lectern, began to wander about the room a bit, stopped when students looked puzzled, elaborated, asked for questions. It became fun. (Conway, 1994, p. 159)

When teachers combine the knowledge and skills that they have acquired along with knowledge of learners and teaching methods to generate appropriate teaching strategies, they start to feel comfortable in the classroom (Pratt, 1989, p. 80). When teachers are comfortable and self-confident, they treat their students as adults. Daloz (1986) summed it up this way: "Like guides, we walk at times ahead of our students, at times beside them, and at times we follow their lead" (p. 237).

Effective Teachers Are Prepared and Organized for Teaching Responsibilities

To have the knowledge of adult education methodologies as well as the talent to carry out an activity in the mystical way that many teachers are skillful at doing is not enough. Those who seem to have a natural inclination toward what is necessary for presenting dynamically will appear confused and flustered if they fail to plan,

prepare, and organize (Feldman, 1988; Galbraith, 1991b). In any given course, the teacher must determine the course objectives (Galbraith, 1989; Sherman et al., 1987), select and organize the course material (Eble, 1977; Ericksen, 1984; Lowman, 1984; Sherman et al., 1987), and choose relevant content to teach (Feldman, 1988). There are introductory materials to be shared with students, a variety of texts to be examined to determine what would be helpful to students, audiovisual aids and multimedia presentations to prepare, supplementary materials from the library to be searched out and ordered, and materials for projects and demonstrations to be gathered (Findley, 1995; Knox, 1980). When Guskey and Easton (1983) interviewed exemplary teachers at the community college level, they learned that these teachers spent considerable time preparing and organizing for their courses.

Teachers must know how to plan class activities in detail, to follow an outline closely, to use good examples, and to relate theory to practice (McKeachie, 1978). The sign of a good teacher is the utilization of a needs assessment as part of the instructional planning tool (Galbraith, 1989). Both Draves (1984) and Knox (1980) encouraged creativity in planning teaching methodology.

As effective planning practices, both the beginning and the ending of the class should be executed with decisiveness. At the beginning of the class, the teacher should free the room of distractions to help the students become focused. The end of the class should not dwindle down or end with the teacher yelling last minute ideas as students file out the door but instead should end on time with strong concluding comments (Lowman, 1984).

Good teachers plan how to lead students into the process of encoding and integrating information and then encourage independent learning (Ericksen, 1984). Frequently students are more dependent at the beginning of a course and can become more independent as they grow in self-confidence in a particular subject. They often stretch in self-direction as they progress in a program of study (Grow, 1991). Nelson (1977) pointed out in *Yes, You Can Teach* that teachers can plan to use different words of encouragement at the beginning of a learning experience such as "Great" and "Keep going" and, as students progress in their abilities during the course, teachers add, "Now you've got the right idea." Toward the conclusion of student learning, they choose other terminology such as, "When you need help, let me know" (pp. 30-32). Finally when the course ends, "Good teachers have weakened, if not cut, the instructional dependencies of their students by leading them to exercise, independently, their continued pursuit of knowledge within a framework of values" (Ericksen, 1984, p. 11). Brookfield (1986) listed "nurturing of self-directed, empowered adults" (p. 11) where students are proactive as one of his six principles of effective practice. "At the heart of self-directedness is the adult's assumption of control over setting educational goals and generating personally meaningful evaluative criteria" (Brookfield, 1986, p. 19).

One aspect of planning and organizing structure and content is to utilize evaluations to determine what methods have been effective. Student evaluations, peer evaluations, and teacher self-evaluations all play an important role. Angelo and

Cross (1993) also emphasized evaluative assessments during the learning activity so that adjustments can be made when students have missed or misunderstood concepts.

Student evaluations with pointed questions will further support whether the course met with student needs. Because of the difficulty of receiving a comprehensive evaluation of a course or program, it is best to focus separately on a specific aspect of the course such as student needs, course objectives, learning activities, materials, or facilities (Galbraith, 1989, p. 12).

In adult education it is important to know whether the students have met their objective for enrolling in the class. Adult students give their opinion with their feet and voice. If they are unhappy with any aspect of the class, either they will say so or they will disappear, often from more than just the course but the entire educational arena (Barer-Stein, 1994). To maintain interest, teacher should be aware that adults want their teachers to be friendly and caring, knowledgeable and enthusiastic, and they want their learning environment to be comfortable but yet stimulating.

Effective Teachers Are Clear and Stimulating in Their Classroom Style

The publisher of a magazine conducted an experiment in a psychology class. The experiment was organized so that a professor of psychology first taught the psychology class. Next an actor who was not well versed in psychology taught. The outcome was that the students retained more information when the actor taught the class than when the professor taught it (Draves, 1984). Teachers are not actors; however, there are some similarities between good teaching and acting.

Whether or not a teacher's style utilizes lecture as his or her dominant teaching methodology or whether he or she plans learning around more student-centered activities, the ability of the teacher to use voice, gestures, and movement and to have a strong sense of timing is part of focusing energy into teaching (Hoffman, 1963; Lowman, 1984; Sherman et al., 1987). Sherman et al. (1987) included clarity as a component of an effective teaching presentation. "Clarity focuses on the teacher's skill during presentation" (p. 68). Teachers must be able to anticipate conceptions, misconceptions, and difficulties and to transform them into language that is understandable and appropriate to learners (Wilson, Shulman, & Richert, 1987). Actions on the teacher's part that denote clarity are listing the objectives of the course, summarizing major points, determining a system to present material (Hildebrand, Wilson, & Dienst, 1971), and creating and retaining interest (Hoffman, 1963). Galbraith (1989) identified the manner in which a teacher presents the subject as "teaching and learning transactional skills. . . . In essence, it is how we as facilitators influence our adult learners and how they influence us in the process of helping them learn" (p. 12).

The intuitive quality of a sense of humor can make a course highly pleasurable to both the student and the teacher (Draves, 1984; Eble, 1977; Feldman, 1988; Highet, 1959; Knox, 1980). Teachers should tell appropriate jokes, encourage laughter and humorous situations, laugh at themselves, encourage others who have a sense of humor by playing off that humor, and strive to be pleasant and cheerful, even when they might feel a lack of a sense of humor (Draves, 1984). The best kind

of classroom humor occurs not when it is planned but comes from the spontaneity relating to the events of the classroom. It occurs naturally when students and teachers are enjoying the activity of learning together. Whether humor occurs as the result of a spontaneous story, pun, or something that is planned, it is important that it is relevant to the topic and does not deter student comfort (Apps, 1991, p. 77).

Effective teachers of adults bring to the classroom the content knowledge plus the skills that create interest, learning, and excitement; teaching methodology techniques; and ability to help students relax and to assist them toward worthwhile goals--self-directed learning (Knox, 1980). All characteristics, behaviors, and practices become intertwined in providing a meaningful learning experience for adult learners.

Training Part-Time Teachers of Adults

Many more adult educators will be needed--more than can possibly be trained in 153 master's and 91 doctoral adult education programs in the United States and Canada (Brookfield, 1988, p. 267). These programs have been developed to train professionals; however, there are many teachers in the field who are teaching adults without any background in principles underlying adult education. They are hired because they are experts in their field but they and the people who hire them are often unaware of the need for professional development. To be successful in facilitating the learning experience, teachers of adults should have the opportunity to consider the needs of their students.

To assure that effective teaching is occurring, adult education agencies--including community, technical, private, proprietary or comprehensive colleges--must invest in their part-time faculty by providing training programs that help teachers acquire the knowledge, attitudes, skills, and behaviors required to provide a worthwhile learning experience for adult students (Galbraith & Shedd, 1990; Galbraith & Zelenak, 1989). In the past, evaluation of part-time teachers has been the "weed 'em out" approach when administrators invite back only those who earn good student evaluation. A more progressive approach would be to help part-time teachers focus on developing effective teaching skills (Gappa & Leslie, 1993; Knox, 1980). Some colleges are required by state law to provide faculty development and others are required by collective bargaining agreements. Even without these agreements and laws, teacher professional development should be provided for part-time teachers because it can, and should, lead to improved student learning (Gappa & Leslie, 1993; Pierce & Miller, 1980).

When designing a comprehensive professional development plan, colleges and agencies must set goals for the program and a qualified staff must be appointed or hired to coordinate the program. Consideration must be made for a place where teachers can meet and attend workshops; courses should be developed with the needs of a particular faculty in mind; courses must be offered at time when teachers are available; materials must be purchased and made easily available; and guidelines must be created to provide for flexibility and program growth as the institution moves ahead to meet new community and industry demands. Gappa and Leslie

(1993) in their book on part-time faculty recommended five initial professional development areas: orientations for part-time faculty to the institution and to the expectations of the institution; frequent workshops on good teaching practices; in-service professional development opportunities; teaching evaluations to help part-time faculty improve; and incentives for good performance.

Summary

Adult education thrives. Life-long learning may be thought of as a trend but statistics reveal that people are increasingly taking advantage of adult education opportunities through colleges, community education agencies, and proprietary means. With individuals asking for opportunities to learn, many people who have expertise will take advantage of the opportunity to share their knowledge. Even when these individuals have a natural inclination to understand the needs of the student in a learning environment, there is much to be learned about effective teaching. Professional development training by the college or agency should be developed as a part of the educational budget to assist teachers in developing the following characteristics of effective teaching: (a) an enthusiasm about the subject and about teaching, (b) a capability to show concern for students as learners and respect for them as adults, (c) the skill to create a positive learning environment, (d) an ownership of knowledge for the subject and methodologies for teaching that particular subject, (e) the incentive to arrive prepared and organized for teaching responsibilities, and (f) an ability to be clear and stimulating in their classroom style.

CHAPTER 3

PROCEDURES

General Design of Study

The purpose of this study was to discover how untrained, part-time teachers learned to be effective. Because of the lack of prior information on effective, untrained, part-time teachers, the first step was to consider the teachers holistically (Merriam, 1988a). This was important because each person would have had varied experiences, and each would have had a separate and distinct way of learning to teach. Upon close examination, these experiences, stemming from particular events, thoughts, and actions, become evident and form recurring significant patterns.

A qualitative research method, using the case study, was selected as the best method for gathering information and insights about effective, untrained, part-time teachers of adults. Effectiveness in the classroom can be likened to the abstract terms--love, fear, rage, wonder, hope, and responsibility--that Kidd (1981, p. 5) argued are difficult human attributes to which to assign consistent numerical data for quantitative purposes. Therefore, this qualitative research study was an attempt to provide a vivid verbal description of a difficult process that teachers follow in their efforts to achieve effectiveness.

Research

People do research to understand the phenomena that surround them and affect them. Two types of research have taken over the realm of education: naturalistic and rationalistic (Borg, Gall, & Gall, 1993). Rationalistic research has been adapted by education, in large part, from the physical and biological sciences. Procedures of rationalistic research usually yield statistical data analysis; hence the label "quantitative research." Until approximately 20 years ago, most educational research was quantitative; at that time, qualitative research, which was adapted from the social sciences, gained greater attention in the education field. Qualitative research procedures involve verbal descriptions and interpretations. Both types of research, having their own assumptions, methods, and data collection techniques, are utilized in educational research today (Borg, Gall, & Gall, 1993).

Qualitative Research

Those who seek knowledge through qualitative research are concerned with discovery of the patterns from a holistic stance by taking into consideration all of the multiple realities of a phenomenon. It is hoped that these multiple realities can be understood if the researcher becomes immersed in the natural environment of the phenomenon (Guba, 1978). The researcher needs to appreciate the norms, values, codes, and behaviors of the subjects, to observe their activities, to respect the diverse activities that occur, to gain trust and confidence of the subjects, and to allow emerging patterns to be understood rather than entering the research arena with a preconceived idea (Brookfield, 1983). Throughout the data-gathering period, it is

important that the researcher maintain an open mind about what will be discovered (Lincoln & Guba, 1985; Borg, Gall, & Gall, 1993). Because of an in-depth involvement, the researcher gradually understands and can describe what is occurring from a holistic standpoint (Guba, 1978).

Qualitative research easily lends itself to the many factors in education that should be explored to help students learn. It can provide an analysis of human behavior and thinking in various settings, it is easy for educational practitioners to read and relate to their own situations, and it has provided useful knowledge in the past. As a result, the number of its advocates has increased (Borg, Gall, & Gall , 1993).

Case Study

Qualitative research, using the case study, is chosen by those who "are interested in insight, discovery, and interpretation" (Merriam, 1988a, p. 10). Merriam (1988a, p. 13) used the term inductive for the case study because a hypothesis is not determined at the onset of the study; instead it emerges as the data are examined. The case study method of qualitative research is utilized in educational research because its style emphasizes examining a "complex educational phenomena in a natural context" (Borg, Gall, & Gall, 1993, p. 202). The facets of education produce a myriad of variables, making them so numerous and indistinct that it is difficult to separate data (Merriam, 1988a; Yin, 1984). Therefore, the case study provides the opportunity to look first at the aspect in question holistically to determine patterns

that either can be refined further in another case study or provide the data for a hypothesis in a quantitative study.

This particular research study had a complex nature because teachers, who were successfully facilitating learning in a number of ways, had learned how to teach from many internal and external stimuli, including both educational and noneducational experiences. They might or might not easily remember or be able to relate multi-faceted and fleeting moments of complex situations that contributed to their many teaching skills. However, it was the researcher's responsibility to seek from them the means whereby they learned to be effective by asking questions with surveys and during interviews that would set the scene for personal examination of this complex phenomenon.

This study fits Merriam's (1988a) description of a case study in that it "is an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group" (p. 9) because this study researches the *process* that effective, untrained teachers utilized to become effective. The boundaries of this bounded system (Smith, 1978) were placed in this study around those teachers who were part-time, who were untrained, who taught adults, and who were effective.

The entire study was planned and developed from a "conceptual framework to understand the data collected" (Borg, Gall, & Gall, 1993, p. 204). Previous to the interviewing process, information and research written by others on the following topics were gathered: (a) adult education in the United States, (b) adult education

professionals and teachers who were teaching adult education workshops, seminars, and courses, (c) characteristics of effective teachers, according to adult education experts, and (d) professional development needs of part-time teachers. Integrating this information provided an overall conceptual framework in which to do the research.

In most case studies, the researcher interviews the subjects extensively and learns a wide range of information (Borg, Gall, & Gall, 1993). This study called for both the teachers and their students to complete open-ended surveys (see Appendices C and D) and then the teachers responded to questions in open-ended interviews. This procedure is what Borg, Gall, and Gall (1993) called multiple data sources. During the interview, the "phenomena are studied in their total context" (Borg, Gall, & Gall, 1993, p. 203). This is usually done through a triangulating process where different sources, methods, investigators, and theories bring about a pattern of understanding (Lincoln & Guba, 1985). Teachers in this study talked about a variety of topics from their own experiences as students, as members of families, and as participants and observers of events occurring in their own classrooms.

As with other qualitative studies, the case study can be easily influenced by the author's bias. As the researcher, I had numerous decisions to make, such as (a) what agencies to contact initially, (b) what leads to pursue for selection of teachers, (c) which characteristics were most often selected by the teachers' students, (d) what statements made by the teachers during the interview to probe further, and (e) which statements made by the teachers to use in the description of the findings. Indeed, a

limitation of any qualitative study is the knowledge, dedication, and experiences of the researcher.

Instead of numbers, the results of a case study are written qualitatively with words making pictures of the phenomena (Merriam, 1988a). This study provided patterns in a "rich, thick description" (Merriam, 1988a, p. 11) of those untrained teachers who learned to become effective. The researcher at the conclusion of a case study should "arrive at a comprehensive understanding of the groups under study" and "develop general theoretical statements about regularities in social structure and process" (Becker, 1968, p. 233). From a case study, patterns emerge, leading to a holistic understanding of the phenomenon (Merriam, 1988a).

The findings of a qualitative study do not necessarily apply to a general population but, instead, describe a distinct population. In this particular case, effective, untrained, part-time teachers of adults in Great Falls, Montana, were the focus. It is not intended to mean that the ways these teachers learned to become effective are the only successful avenues for all untrained adult education teachers to become effective. Lincoln and Guba (1985) wrote that the outcomes of naturalistic research are tentative because of its multiple and different realities:

> The extent to which the finding may be applicable elsewhere depends upon the *empirical* similarity of sending and receiving context, because the particular "mix" of mutually shaping influences may vary markedly from setting to setting; and because value systems, especially contextual values, may be sharply at variance from site to site. (Lincoln & Guba, 1985, p. 43)

The patterns that emerged in this study described the 27 teachers. Since any kind of learning is extremely individualistic, the naturalistic nature of this study has

sought to provide the "how" these particular teachers learned and "what" they learned, "from whom" they learned, and "when" they learned. Because very little research has been completed in this area, the ideas and thoughts of these effective teachers can benefit the educational arena by producing questions about how individuals learn on their own to teach, and it will provide thoughts, avenues, and hypotheses for future study. Thus, a foundation has been first laid through this qualitative research.

Population/Sample

The data for this research study were gathered from a population of effective, untrained, part-time teachers of adults in the Great Falls, Montana, community, beginning July 1994 and ending June 1995. Great Falls, Montana is a medium-sized community with approximately 53,000 citizens. It also serves as the health, shopping, educational, and entertainment center for approximately 14 sparsely populated counties in north central Montana.

The teachers participating in the study were facilitating courses for a variety of adult education learning centers, such as Montana State University College of Technology, Embry Riddle University with a branch campus located at Malmstrom Air Force Base, Cascade County Extension Office, community churches, C. M. Russell Museum, Great Falls Adult Community Education Center, Great Falls Bridge Association, private enterprises, and Montana State University Fire Training School under the auspices of Montana State University Extension. Because it was believed

that the Great Falls community resembled the core of adult education available in most communities, it served as a representative population found in a limited area, thus allowing time for several visits with the effective part-time, untrained teachers of adults.

The sample was generated from the population by three steps. First, 51 adult education agencies were contacted by letter, requesting the names of effective, untrained, part-time adult educators. The following is a listing, by type, of organizations contacted: an ethnic center, 1; public and private colleges, 7; proprietary schools and colleges, 5; churches, 18; federal/college service agencies, 4; public schools adult education, 2; military education centers, 2; hospitals, 2; private prison transition center, 1; public library, 1; historical society, 1; service organization, 1; culture center, 2; labor unions, 2; employment service, 1; and banking education service, 1.

In the letter, an explanation of the criteria was included, and an "Effective Teacher Selection Form" with a self-addressed, stamped enveloped was enclosed (see Appendix A). The criteria indicated were the following: The selected teachers would not have taken any college education classes--including those for elementary, secondary, college teaching, or adult education--to prepare themselves to become teachers, although they may have taken other college classes and have degrees. Orientation sessions and short in-house sessions were not to be perceived as formal teacher preparation. The teachers would not have taught full time in the past. An attempt to provide for a balance in the type of instruction being taught--practical

versus theoretical courses--was sought. No attempt was made to select teachers according to the following criteria: age, gender, or teaching experience.

Eighteen agencies, or 37%, responded. Some had no classes being offered at the time; teachers at some agencies did not meet the criteria--many were teacher certified; others suggested several teachers to be included in the study. Assistance in the selection of the sample was provided mainly by supervisors who were contacted initially; however, as the study progressed, teachers, supervisors, or students recommended effective teachers who were teaching elsewhere in the community.

Secondly, after approximately 29 or more untrained, part-time teachers of adults had been identified by supervisors and others who were aware of adult education teachers who fit the qualifications of the study, I, as the researcher, wrote to each teacher asking for a confirmation that they fit the qualifications of the study and were interested in taking part in the study (see Appendix B). Later, I visited with the teachers individually--usually by telephone--to set up the classroom visitation. All consented to participate in the survey and granted a classroom visitation for the purpose of gathering information via the student survey. Courses taught by the teachers participating in the study were eight hours or more in length with at least five adults in the class. The teacher worked either as a volunteer, owner of a business, or paid employee.

As the third step, I visited each class when it was more than a third completed. Of the 29 classes that were visited, 6 met during the week day, 21 classes in the evening, and 2 classes on the weekend. In each class the teacher and

the students completed surveys at the same time, and the teacher was encouraged to remain in the classroom while the students completed the survey. The students' survey asked that the student verify whether or not the teacher was providing an effective learning experience (see Appendix C). For the teacher to further participate in the study, 80% of the teacher's students had to confirm that the teacher provided an effective learning experience. If fewer than 80% of the students said they were having an effective learning experience, that teacher was not interviewed and, as a result, was not included in the study. This occurred in one instance when one class reported only a 59% satisfaction (7 out of 12 students) with their learning experience. The last question in the survey asked the student to identify the teacher's most outstanding teaching characteristic. Although the previous six questions of the open-ended survey were not directly used in the study, they gave the student an opportunity to consider many aspects of that teacher's ability while providing an overview of that student's view of the learning experience. Of the 27 teachers who participated, 25 completed and returned the teacher survey form.

The total number of teachers involved in the sample was determined by the number of cases needed to discern a pattern in the teachers' experiences revealing how they learned to teach effectively. A total number of 28 teachers were interviewed; however, one teacher's interview data were not included in the study. During the interview, it was discovered that this individual had taught nursing for a number of years and had completed several adult education courses. Once it was determined that saturation of the categories was occurring, meaning that the

characteristics and practices being obtained were similar to the information from those cases already gathered, it was determined that the sample was adequate (Lincoln & Guba, 1985).

Data-Gathering Instruments

When the above three steps had been completed, the following sources of information had been gathered:

1. Two hundred seventy-five open-ended surveys (Appendix C) from the students who commented on effective teaching characteristics brought to the classroom by the teachers. Within the survey two specifics were acquired: whether the student was having a worthwhile learning experience and what the student thought was the teacher's outstanding characteristic.
2. Twenty-five open-ended surveys from the teachers (Appendix D) indicating their beliefs of their own predominant teaching characteristics and practices. The teachers' open-ended survey fulfilled two functions. First it provided a catalyst for the in-depth interviewing. Second, it provided the data for making a comparison of what the effective teacher described was his or her best teaching characteristic to what his or her students listed.

After the classes were visited and the surveys collected, the teachers were interviewed. The 28 interviews lasted from one hour to an hour and a half. Each generally began with demographic questions and then led to the teacher's response to what the students had listed as the teacher's most effective characteristic or practice.

Throughout the interview the teachers described the processes they utilized to learn to be effective in the classroom. The interview form (see Appendix E), which highlighted information offered by experts in the field on practices of effective teachers, served only as a guide. Many probing questions were utilized while some printed questions were not included in the discussion.

Data Compilation

Once the data had been gathered during the interview with each of the 27 participants, a data base utilizing the WordPerfect sort commands was created. Compiled from both the teachers' interviews and the teachers' and students' surveys, the data were keyed into a data base of 29 fields. The data base was set up for three major purposes:

1. To compile and sort the demographics of the teachers in the sample;
2. To compile and sort both the students' and the teachers' responses to the survey questions asking for the effective characteristics and practices of the teachers;
3. To compile and sort the teachers' responses during the interview. The interviewing plan determined that the data base would have the following fields: Effective teachers have (a) an enthusiasm about the subject and about teaching, (b) an ability to show concern for students as learners and respect them as adults, (c) the skill to create a positive learning environment, (d) an ownership of knowledge of the subject and methodologies for teaching that

particular subject, (e) the incentive to arrive prepared and organized for teaching responsibilities, and (f) an ability to present in a clear and stimulating classroom style.

Once the data were input into the data base, they were sorted alphabetically according to the key words through an electronic process. Fifty-three pages of sorted, single-spaced data resulted.

Data Analysis Methods

Compiling and sorting the data gained from the demographics survey and the analysis of the surveys and interviews provided meaningful patterns, leading to findings that explained what occurred when untrained, part-time adult educators learn on their own to provide a positive learning experience for adult learners. An analysis of the findings determined the conclusions and recommendations intended for those who hire untrained, part-time teachers, those who mentor or provide professional development for part-time teachers of adults, those who are working as part-time teachers, and those who aspire to be teachers of adults.

CHAPTER 4

FINDINGS

Adult education teachers who are effective without the opportunity to have received training provide for an interesting study. How have they learned effective teaching characteristics and practices on their own? The purpose of the study was to pursue this question and to investigate effective teachers of adults through a qualitative research analysis utilizing a case study approach. The research study process was to interview effective, untrained teachers of adults and determine from them how they learned to be effective.

Demographics of the Sample

The data for the study were gathered from interviews with 27 effective teachers and surveys completed by the teachers and their students. Of the 27 teachers, 26 were Anglo-American, and 1 was African-American. This ethnicity mix is typical of the Great Falls, Montana, community. Nine of the teachers were female, and 18 were male. Ages of the effective teachers varied from 29 to 73 years of age. Both the median and average ages were 46. Seventy-four percent of the teachers were between the ages of 35 and 55. The following table shows the age distribution of the teachers.

Table 1. Age Distribution of Teachers (N=27).

Age Range	Number	Percent
25-29	1	4%
30-34	1	4%
35-39	7	26%
40-44	3	11%
45-49	6	22%
50-54	3	11%
55-59	1	4%
60-64	3	11%
65-69	0	0%
70-74	2	7%

Teachers had previous teaching experience of 2 to 110 months. Ironically, the youngest teacher cited the greatest teaching experience. The median months of teaching experience was 26 while the mean was 30. A month of teaching experience was determined as a month in which the teacher had at least three weekly class sessions with the students.

Twenty-two of the teachers were paid by the agency; three were volunteers; and two were owners of a business that offered training in conjunction with the products and services sold by the business. Of the 22 teachers who were paid by the agency, 3 performed teaching duties as a portion of their job. For 17 teachers, the

income from teaching was a minor source of income or insignificant. The income received from teaching was a significant source of income for only two teachers.

All except three of the teachers lived in Great Falls. Two lived in satellite communities to Great Falls, and one teacher, who was from out of state, came to Montana to teach a seminar.

Degrees of education varied with the teachers. Five of the teachers held master's degrees; 12, bachelor degrees; 3, associate degrees; 5, some college; and 2, a high school diploma. Sixty-two percent of the teachers held at least a bachelor's degree.

Table 2. Highest Educational Degree Obtained by Each Teacher.

Education	Number	Percent
Master's Degree	5	18%
Bachelor's Degree	12	44%
Some College	5	18%
Associate's Degree	3	11%
High School Diploma	2	7%

The teachers in the study were teaching both college credit courses and community-based, non-credit courses. Since college teaching usually demands specific credentials of which a master's degree might be one, it was beneficial to separate out the ten teachers who taught the credit-bearing courses and who had at

least a bachelor's degree from those who taught adult education non-credit courses. When this was done, of those teaching the non-credit courses, one teacher held a master's degree; 6, bachelor's degree; 3, associate degree; 5, some college education; and 2, high school diploma.

Table 3. Educational Degree Level of Those Teaching Non-Credit Courses.

Degree	Number	Percent
Master's Degree	1	5%
Bachelor's Degree	6	35%
Associate Degree	3	18%
Some College	5	29%
High School Diploma	2	12%

Harris (1980) wrote that many teachers hired for teaching adults were not interviewed for their teaching responsibility. Eleven, under 50%, of the effective teachers in this study were interviewed for their position. However, for 5 of the 11 teachers who were interviewed, the interview itself was informal. No formal printed questions were utilized and only one person did the interviewing. Six (28%) of the 21 teachers who were hired to teach a specific course were formally interviewed. The other six teachers either taught as one duty of their jobs or taught because they sold a service or product.

These effective teachers worked or volunteered for 9 of the 51 agencies that were initially contacted. Four teachers and their agencies were identified and contacted after the initial mailing. Montana State University College of Technology represented the unit of education offering more continuing education than any other unit in Great Falls; therefore, nine of the teachers in the sample were employees of that educational unit. Other units and the number of teachers representing them are the following: Great Falls Public Schools Adult Education, 5; Embry Riddle Aeronautics College, 3; Montana Fish, Wildlife and Parks, 2; Self-Employed, 2; First Methodist Church, 1; Peace Lutheran Church, 1; National Fire Academy and Montana State University Extension Service Fire Training School, 1; C. M. Russell Museum, 1; Great Falls Bridge Clubs Association, 1; and Montana State University Extension: Fast Trac, 1. Table 4 graphically indicates the agencies represented by the teachers in the study.

The courses that the teachers were conducting at the time of the student survey were determined to be either practical, theoretical, or a combination. In the practical courses the students were learning a skill; in the theoretical courses students were learning concepts. Twelve of the courses were considered practical; six, theoretical; and nine, a combination of both practical and theoretical. The number of students in the classes varied from 5 to 23. Thirty-six percent of the courses were offered for credit while 65% were for non-credit. Table 5 outlines all of the courses.

Table 4. Agencies for Whom Teachers Worked or Volunteered.

Institution Where Teacher Works or Volunteers	Number of Teachers
Montana State University College of Technology	9
Great Falls Public School Adult Education	5
Embry Riddle Aeronautics College	3
Montana Fish, Wildlife and Parks	2
Self-Employed (D.A. Davidson and Classics West)	2
First Methodist Church	1
Peace Lutheran Church	1
National Fire Academy and Montana State University Extension Service Fire Training School	1
C. M. Russell Museum	1
Great Falls Bridge Clubs Association	1
Montana State University Extension: Fast Trac	1

Table 5. Information on the Courses Taught and the Number of Students in the Class.

Name of Course	Number of students	Kind of course	College Credit
Accounting Principles II	5	Practical/Theoretical	Credit
Aerobics	12	Practical	No Credit
Aircraft-Spacecraft Development	15	Theoretical	Credit
Aviation	19	Theoretical	Credit
Aviation	6	Theoretical	Credit
Basic Photography	6	Practical	No Credit
Beginning Bridge	10	Practical	No Credit
Bible Study	9	Theoretical	No Credit
Bible Study	5	Theoretical	No Credit
Computer Training	9	Practical	Credit
Computer Training	16	Practical	No Credit
Differential Leveling	6	Practical	No Credit
Fast Trac for Entrepreneurs	15	Practical/Theoretical	No Credit
Fire Safety Officer	23	Practical	No Credit
Fish, Wildlife, and Parks Interpreters	10	Practical/Theoretical	No Credit
Fish, Wildlife, and Parks Interpreters	10	Practical/Theoretical	No Credit

Table 5. Continued.

Name of Course	Number of students	Kind of course	College Credit
Fly-Tying	5	Practical	No Credit
House Wiring for Home Owners	8	Practical	No Credit
Introduction to Computers	16	Practical/Theoretical	Credit
Introduction to Computers	11	Practical	Credit
Introduction to Interior Design	14	Theoretical	Credit
Investments	9	Practical/Theoretical	No Credit
Museum Docent Training	6	Practical/Theoretical	No Credit
Preventive Dentistry	12	Practical/Theoretical	Credit
Quilting	5	Practical	No Credit
Stained Glass Preparation	6	Practical	No Credit
Studio I, Studio II	7	Practical/Theoretical	Credit

Results of Interviews

The teachers who took part in the study were extremely different in personalities, backgrounds, and areas of expertise. Some had a great sense of humor; many were extremely outgoing; a few reported that they had to spend time thinking about the personality they wanted to use in the classroom. As two teachers said:

> I am not a people person, but when I decided I wanted to teach, I taught myself to be a people person. I was conscious of having to do this. And this has helped me become more of an outgoing person in all aspects of my life. (Male Computer teacher)

> I learned that I was more effective when I became aware of and utilized a work personality at work, a photographer personality as a photographer, and a teacher personality when I was working with students. (Male Photography teacher)

The teachers were alike in that they were extremely conscientious about their teaching and their remarks illustrated many similar themes and patterns in the techniques and methodologies they utilized in the preparing for teaching and in facilitating learning. When they spoke of students, it was obvious that they had similar positive attitudes toward students and the time they spent with students.

Outcome of Student Surveys

To determine the outstanding characteristics of the teachers, their students were surveyed. A listing of all the outstanding characteristics mentioned by each teacher's students was developed and reviewed to ascertain one to two characteristics for each teacher. A summary of the outstanding characteristics for all 27 teachers follows: enthusiasm, 11 (32%); knowledge, 5 (15%); respect/concern for student, 4 (12%); patience, 4 (12%); friendly and personable, 3 (9%); prepared, 2 (6%); positive learning environment, 2 (6%); sense of humor, 2 (6%); and ability to explain clearly, 1 (2%). Because more than one outstanding characteristic was listed for several teachers, 34 outstanding characteristics were cited by the students for the 27 teachers.

Table 6. Teachers' Outstanding Teaching Characteristics as Indicated by Their Students.

Outstanding teaching characteristic as determined by that teacher's students on an open-ended survey	Number of times outstanding characteristic of a teacher was cited by students*	Percentage of times characteristic was cited as the most outstanding
Enthusiasm	11	32%
Knowledgeable	5	15%
Respect/Concern for Students	4	12%
Patience	4	12%
Friendly and Personable	3	9%
Prepared	2	6%
Positive Learning Environment	2	6%
Sense of Humor	2	6%
Ability to Explain Clearly	1	2%

*Thirty-four outstanding characteristics were mentioned for the 27 teachers because more than one outstanding characteristic was listed for several teachers.

Although key words were listed on the Student Survey form, students did not always utilize that particular terminology. For example, the term on the survey was "student oriented"; students used the terms "respect for," "concern for," or "care about" the students. Also, words such as "friendly," "personable," or "sense of humor" were student words, not words used on the survey form. However, there is little doubt

that the key words from the survey generated many of the responses under the most outstanding characteristic section.

Following are teacher comments on how they learned the outstanding characteristics and practices cited about them by their students.

Enthusiasm. The teachers whose students cited enthusiasm as the most outstanding characteristic said that they learned how to portray their enthusiasm either from former teachers or as a reaction to former teachers who did not display enthusiasm. The teachers' comments exhibit the importance of role modeling for building effective characteristics and practices. The following are their comments:

> I learned from my instructors in college that enthusiasm was an important element in teaching. As a teacher I try to model myself after one of my college teachers. She always had interesting stories to tell in class. (Female Dental Assisting teacher)

> When teachers do poorly in seminars that I attend, I want to go up to them and help them. In the photography classes I teach, I want to explain the information in a different way from the way the text presents it. I use the word "coaching" instead of teaching. . . . I started learning about teaching technique in college. College teachers were so traditional. In fact, I have quit taking classes because of it. I must have an emotional learning experience and it's so rare that this happens. (Male Photography teacher)

> I don't tell jokes; I collect stories, sometimes one-liner stories, to create interest. I learned this from a physics teacher at Montana State University. He would start by saying "There's something I've got to tell you. . . ." He is the best teacher I ever had, and unconsciously, I have probably modeled myself as a teacher after him. (Male Homeowners Electrical Wiring teacher)

> I learned about allowing my enthusiasm to show through when we had an orientation speaker at the college. He said, "You don't teach a subject. Allow the subject to teach itself. What you do, is teach yourself." (Female Accounting teacher)

> I had a great role model in a high school math teacher. He was my mentor as well as other wonderful teachers at Cutbank High School. A teacher owes participants enthusiasm. I have a high degree of enthusiasm for sharing with other folks. I read to special education kids, and when I do, I have enthusiasm. When I am teaching, I realize that it is show time. (Investments Planning teacher).

> I had some really bad teachers in high school. I was bored; I said to myself, "If these people would show some enthusiasm, it would help." Sometimes a good bad example is the best example you can have. Teaching isn't what you know but how you go about presenting it and how you whip up interest. Teachers should communicate and inspire. I would rather be inspired [by someone who knew less] than be bored by some know-it-all. (Male Park Interpreters teacher)

> A teacher has to think about his audience, and he has to display a high level of energy. I have seen professors with no energy. There is a management book called *Zapp*. It talks about being either zappy or sappy; there is no other alternative. Being a tired teacher is being sappy to students. (Male Fast Trac teacher)

> I try to model myself after my latest instructor in computers at the College of Great Falls. During my first experience [as a student] with computer instruction, the teacher talked over my head. This is not the way it should be. I start the Introduction to Computers class with an ad because I think that an ad on computers might be within the student's experience. (Female Computer teacher)

These teachers had reflected on a former teacher's enthusiasm, or lack of enthusiasm, to establish their own style in the classroom. While these teachers were talking about how they learned that enthusiasm was an important component in the classroom, several also talked about the drama that should display the enthusiasm and emotion that are part of learning. The participants in this study cited former teachers not only while they were speaking of enthusiasm, but also when they discussed any aspect of their own teaching, such as teaching techniques, as will be evident in comments yet to come in this chapter.

Several teachers who were cited by their students for their enthusiasm reported that they had learned about enthusiasm after they began teaching.

> I have learned that you [as the teacher] have to enter a learning situation with exuberance. I first figured this out for myself when I was teaching some young kids how to bowl. I could tell that they were just waiting to see what fun thing I would do next. (Male Bible Studies teacher)

> I have learned to feed off the students' energy. I ignore the negative comments made and emphasize the positive things that students say. (Female Aerobics teacher)

Lowman (1984) said that students respond to the teacher's genuine enthusiasm for a subject. An effective teacher explained it this way:

> I am personally interested in the subject. If I were asked to teach American literature, I could teach it, but I wouldn't be as enthusiastic because I don't have an interest in that topic. (Male Fast Trac teacher)

The teacher whose students commented about her ability to create a positive learning environment had this to say about enthusiasm:

> I have learned to utilize tone inflection in my voice when I teach. There is drama in teaching which takes energy. A performance helps the students stay focused. I like teachers that way, so I put drama into my own teaching. (Female Computers teacher)

Respect/Concern for Students. Respect/concern for the student was cited by four classes of students as their teachers' most outstanding teaching characteristic. Many teachers could relate what they did to show concern or caring for students, but only four could cite how they learned that particular characteristic or why they did what they did. Those teachers made the following statements:

> The students are my customers. Entrepreneurism has helped me to see that. Even when people don't spend a dime at my store, they are still my customers. Students don't owe me a thing; I look at it the other way around. (Male Fast Trac teacher)

> I have many students who are senior citizens or those who are disabled. Many are on fixed incomes. I have learned to offer to lend my books and supplies unique to quilting. . . . Because many of my students are senior citizens, I talk very loudly. I learned how to work with senior citizens when I worked in nursing homes for years. I also have five adopted disabled children. I use that experience in my teaching. (Female Quilting teacher)

> I try to make eye contact with students. I also have a hangup about instructors who respond to a question with, "We will get to that in a few minutes." When someone tells me that, I can't hear anything until he gets to my question. I feel that any question should be responded to immediately and when it is time to get to it, going over the topic can be a review. I know that question is important to them. Someone must have said that to me along the way. (Male Bible Studies teacher)

> I am effective because I can relate to people. I start the class by finding out about students. I learned to do this myself. Of my own teachers, I liked those who adapted to the students. (Male Computer teacher)

It is not unusual for people to be unable to explain when or how something was learned. Schön (1987) related that we are not always able "to describe what we know how to do or even to entertain in conscious thought the knowledge our actions reveal" (p. 22). The effective teachers who could not always relate how they learned concern for students did share what they considered effective behaviors that demonstrated concern for students.

> One of the things I have discovered from teaching these workshops is that small talk with individuals and groups during the breaks is an important aspect of teaching the class. I may use it to clear up a point. If we get too bogged down in the class with one person's point of view, I will say, "See me during the break and we will discuss that further." (Male Fire Safety Officer teacher)

> My concern for students is unconscious. I simply gravitate toward their difficulties. I do this without making a point of it so not to embarrass them. (Male Stained Glass Preparation teacher)

These teachers expressed an awareness that students will naturally have difficulties in learning. Responding to those difficulties was an aspect of having respect and concern for students.

Patience. Two teachers talked about how they learned their most outstanding teaching characteristic--patience.

> I think that I learned patience as a reaction to my father who was exceedingly impatient and quick to criticize. It was not a conscious act, but I think I told myself that I would not be that way. I remember teachers who were interested in me and my work, and I appreciated that. (Male Interior Design teacher)

> I am not consistently patient in life; however, I have patience in the classroom because of the struggle people have when they first learn something. I call this "youthful ignorance" which means to me not having learned this yet. I have patience with that. The thing that I detest is when someone laughs at "youthful ignorance." You see it often. As a child, I didn't read or spell well. Kids laughed at me. I never laugh at the "youthful ignorance" in others. (Male Stained Glass Preparation teacher)

Both teachers learned patience in their childhood and have carried it over into their teaching.

Friendly and Personable. Galbraith (1991b) encouraged teachers to show a human side of themselves. Effective teachers talked about how they learned to be friendly and personable.

> I have received a lot of education in my military career--in addition to M.A., probably five additional years. I remember the teachers I learned the most from as well as liked the best, so I have a lot of

> empathy from being [a student] in the classroom year after year. The instructors I liked the best were those who came across as real people. (Male Aviation teacher)
>
> I believe in being human to students. I don't try to be enthusiastic. Trying to do the natural is unnatural. I have no pretenses. (Male Stained Glass Preparation teacher)

This teacher does not pretend to be enthusiastic because his natural state for teaching stained glass preparation is enthusiasm. On the day I visited his class, he was late because he had stopped to look at the colors in a rainbow resulting from an evening shower. He began the class by enthusiastically explaining why he was late and how the colors of a rainbow are also meaningful in the art of stained glass preparation.

Outcome of Teachers' Surveys

At the same time the students were surveyed, the 27 teachers were asked about their own most outstanding teaching characteristic. Respect/concern for the student was stressed by eleven teachers. Enjoyment of teaching and of the students, enthusiasm, and patience were also mentioned by several. Four teachers listed characteristics not mentioned by any other teacher. They felt that being prepared for class, acting non-authoritative, having knowledge of the subject, and emulating a positive attitude were their most outstanding teaching characteristics. The following table indicates the characteristics cited by the teachers as their most outstanding.

Table 7. Teachers' Most Outstanding Teaching Characteristics as Determined by Themselves.

Outstanding characteristic listed by teacher in the survey before the interview	Number of times this characteristic was indicated by the teacher	Percentage of times indicated by the teacher
Respect/concern for student	11	41%
Enjoyment of people and of teaching	5	19%
Enthusiasm	4	14%
Insight to providing a positive learning environment, including utilizing patience	3	11%
Prepared	1	3%
Non-authoritative	1	3%
Knowledge of subject	1	3%
Positive Attitude	1	3%

A comparison of the data in this table to the results of the survey with the students in Table 6 shows very little difference between the teachers and students in their first four categories. The students named enthusiasm, respect/concern for students, patience, and knowledge as their teachers' most outstanding characteristics. The teachers included enthusiasm, respect/concern for students, enjoyment of people and of teaching, and patience as a component of positive learning environment. Where the teachers felt that they expressed the characteristic of enjoying people and

teaching, students saw their teachers as being knowledgeable. The comments from the teachers confirming the data in Table 7 follow.

Respect/Concern for Students. The effective teachers responded in the survey that they have concern for their students; in fact, 11 teachers (41%) said that concern for students was their most outstanding characteristic. Several teachers commented on events both as teachers or in their private lives that helped them become aware that concern for another person is important to student learning.

> I care about students more than just as receptacles for information. I make certain that they get the information. I try to remember the good qualities of my former teachers, and then imitate those good qualities. (Male Fast Trac teacher)

> Over the years I have learned to improve my teaching technique, and many of the improvements I have made come from the students' critiques. For example, I have learned to put out name cards on the table identifying each student. This way when they have a class discussion, they can call each other by name. Before a student suggested this, I knew their names, but the students didn't know each other's names. This last class someone suggested giving out a list of everyone's telephone number. I think it is a good idea because the students start learning from each other by the time the class is over. With telephone numbers they can continue to nurture these friendships. (Male Photography teacher)

> To meet participants' individual needs, I have to care about them as people. Some years ago, I had a "Gestalt." I was in counseling because I had repressed who I was as a child. As the result of understanding who I was, I learned to understand that other people are real persons. They have disappointments, sadness, et cetera. All people are individually important. (Male Homeowners Electrical Wiring teacher).

> To me, caring about patients and caring about students are about the same. When I was in dental hygiene school, I worked with a young man who came to the college for preventive care. He became my patient. I worked with him over a semester. At first he was

frightened to come to the clinic, and his teeth were in terrible shape, but as I talked with him over the six visits, he became more interested in dental hygiene for himself. This was my initiation and first effort in helping people as a professional. I liked it and found that I could be successful. (Female Dental Assisting teacher)

I don't like to see people discouraged. All people need to work out, but people should not be driven. I learned that when a 90-year old man who had had a triple bypass joined my class. I needed for him to go at his own pace. When I saw what I could do for him, I knew I could do it for others. (Female Aerobics teacher)

I think it is important not to treat the subject lightly. My teaching comes first. My priority when I make a trip to teach is to have genuine concern for the materials and for the students, especially their safety on the job. To have a good time and see new country on my trips are secondary. The first class I taught was Hazardous Materials. It was complicated and technical. Teaching that first course put my teaching goals in perspective. (Male Fire Safety Officer teacher)

To get my degree, I attended night school for 12 1/2 years. I know what it is like to have a full-time job and attend night school at the same time, and I am willing to work with the adult student. I can empathize, but I never sympathize. I encourage the buddy system. When someone is missing in class, I will say, "Who in the group is taking notes for Mary--or Bob or Sally?" (Female Accounting teacher)

I recall my pilot training which was frustrating and difficult for me. I was always afraid that instructors thought I didn't care and wasn't working that hard because I wasn't able to perform at the level that I thought I should. That memory gives me empathy and helps me recall what it is like to be a student. (Male Aviation teacher)

When I critique pictures, I tell students to leave their feelings at home. I tell them that I am criticizing the style of the photography, composition, the placement of the people, not the people in the picture or the photography of the person. One time I talked with a lady who had taken pictures of her kids in the kitchen and the background was really cluttered and I talked about that. Later I found her out in the hall crying. She thought I was criticizing her kids. I had never thought of that before. I really apologized to her. (Male Photography teacher)

The teachers who remembered the above-mentioned events in their lives that helped them to reflect on and internalize concern for students talked about what they did to show their concern.

> I have to care about them--not as students but as people. If I don't care about them as people, I can't put out the effort to find the niche of interest--where can I get in. One guy comes in who is tired. I can see that he is tired, yet there is a way I can get in. I can get eye contact once in a while. I can see what is going on. There is another guy who knows so much of what I am teaching that if I followed the outline, he would be bored stiff. I have to challenge him with a new problem area, so I can get him to thinking. Every once in a while I give him a hint. (Male Homeowners Electrical Wiring teacher)

> Most of my students take this course because it is required. I tell them, "we can do this; we can do it together." When I say that, I hope they put the attitude that I have about our working together in the back of their minds. However, at that point I have to prove what I have told them. I will help students in whatever way I can. (Female Accounting teacher)

Not all of the effective teachers could cite how they learned to have and show concern for students, but many of the teachers could relate what they did to show concern or caring for the students. Two teachers explained what they did.

> I feel that the student is the customer. My company champions that slogan. Embry Riddle has competition which means that we have to truly believe the student is first. Students may have complications, and it may mean more work [for the teacher]; however, I have been in the same situation as a student and I understand the student's point of view. (Male Aviation teacher)

> I will spend extra time with those who are having difficulty. I have learned that if one person is behind the rest of the class, the whole class drags and holds up the whole group. (Male Photography teacher)

Even when the teacher's self-expressed most outstanding characteristic was something other than being concerned for students, many reflected upon what they

do to show their concern. The following comments by teachers agree with Thomas and Ferguson (1986) that active listening is an important aspect of showing concern and respect for the student.

> One of the best things I can do to relate to students is to listen. If I have 20 students in the class--all with five years of unique experience, that means there are 100 years of aviation experience in that classroom that has nothing to do with me. I had better listen because I don't have 100 years of experience. . . . Sincere listening is a courtesy to another. (Male Aviation teacher)

> A positive learning environment includes helping students to develop good problem solving skills. The teacher sets it up and then allows students to use their imagination. The type of course I teach encourages creative problem solving. For example, we created a focus group in class. One business owner told the focus group how her business had no flexibility. I had some ideas, but I just sat back and listened. Those students took that business in several new directions. Many ideas that they suggested had not occurred to me. I have learned new perspectives from my students. (Male Fast Trac teacher)

> One night after I had told the students that they had better get to work on finding materials for their research paper because materials might be limited, I had the students do some brainstorming on how to find materials. They came up with some wonderful ideas and I could see that it was an effective brainstorming and problem-solving exercise. Out of it came the idea of doing long-distance telephone interviewing. (Male Aviation teacher)

> It is important to really listen to people. I include the docents in the decision making. We evaluate, and often we find that something is not working for any of the docents. That is when we change. (Female Museum Docent teacher)

> I have learned to give participants the opportunity to be the scholar. I am always open to listening. I never say, "No, you are wrong." (Male Bible Studies teacher)

Patience. Several teachers were aware that one of their best teaching characteristics was patience--a characteristic also often cited by students.

> Either a person has patience or he doesn't have. Both of my parents were patient people. I am patient with people who do not have the knowledge that I have. (Female Bridge teacher)
>
> I am patient with people. I also insist that students tell me when they don't understand. (Homeowners Electrical Wiring teacher)
>
> Being patient is part of my personality. I started developing this early in life. I had a disabled brother and I worked with him and helped him to learn. I had to develop patience to help him. (Female Parks Interpreter teacher)

A component of patience is helping students to feel comfortable when they make mistakes. Helping them to understand that even the expert can still make mistakes will encourage adults, especially when they are learning a new skill or topic. Everyone is frightened that they will reveal what they consider is their own ignorance by doing or saying the wrong thing. Adult education teachers must protect students from feeling embarrassed by creating an environment where it is all right to not know, to make a mistake, or say something that is incorrect. Four of the effective teachers commented in this way:

> I like an atmosphere where students can make a mistake. I tell them about the many mistakes I have made. (Female Computer teacher)
>
> The students are terribly upset when they make a mistake. I tell them that I am no different from them; I make mistakes too. Sometimes mistakes can be taken out and sometimes they can't be. At that point I tell them that they may decide that a particular mistake gives character to a quilt. If they want something to be perfect, they should go to the store to buy something that is mass produced on machines. (Female Quilting teacher)
>
> There is a three-step method to each portion of teaching fly tying. You tell them, you show them, and you have them do it. As they are doing it, they will make mistakes. I can't show them what mistakes they will make; they have to make their own individual mistakes. I do let students make mistakes. (Male Fly Tying teacher)

> I maintain that no one asks a dumb question or makes a dumb comment. So often we intimidate people, including adults. When I ask a group a question and the person who risks an answer is wrong, there are ways I can soften my response. If it's close, I will say with an inflection in my voice, "That's close, that's close." If it is not close at all, I will say, "That's not close but, gee, thanks a lot for trying." We need to take away that hard edge of volunteering and then getting shot down for the wrong answer. Everyone has a gift to offer. The teacher looks for that gift. Flexibility and understanding are important in respecting all people at all times. (Female museum docent teacher)

Enjoyment of People and Enthusiasm. Enjoyment of people and enthusiasm for teaching were the outstanding characteristics listed by these effective teachers as third and fourth in the number of occurrences; the students cited them also. One teacher talked about the senior citizens she teaches. She said that her best teaching characteristic was that she enjoyed people and was patient with them.

> I had one student who was a senior citizen and had taken my class several times. She used a pair of scissors that looked terrible and cut very poorly. After I had known her for some time, I said, "Gladys [name changed], you need another pair of scissors and I know where they have good cutting shears for 40% off." Gladys responded, "There is a better pair of scissors at home, but they are in the medicine cabinet. My husband wouldn't allow me to use them." I replied, "Gladys, didn't your husband pass away several years ago." "Yes," she answered, "but I better check into that sale you were telling me about." I learned how to work with senior citizens when I worked in nursing homes for years. (Female Quilting teacher)

Although effective teachers frequently teach at non-traditional times, their student mix is in no way controlled for the same level of expertise or skill, and they may be tired from working at full-time jobs that day, they said they enjoyed being with the students and enjoyed the act of teaching.

> I enjoyed banking and I was good at banking for 12 years. For two years I did not enjoy it, so I left banking. To me teaching fly fishing

> isn't a job because I enjoy it. To do what I do, I must have people skills. I like and understand people. I learned to understand people. At some point in junior high or early high school, I said to myself I'm not going to be this way [unable to relate to people]. I made a conscious effort to learn to change. (Male Fly Tying teacher)
>
> I think learning should be fun. That is why I like openness in the classroom. I get direct feedback. I try to put myself in the student's position. I have learned that along the way. (Male Aviation teacher)
>
> I like people and we have a great time together. It's fun to have a friendship with someone with a common interest. I feel that students should have fun quilting and they should look forward to coming to class. They become friends. . . . I have attended several national conferences on quilting. Almost always, former students decide they want to attend with me. (Female Quilting teacher)
>
> I believe with all of my heart that all learning is fun. Furthermore, most of the time I look upon the work I do at the museum as being fun. . . . Learning is naturally fun, and I want to keep it that way. The world is a fascinating place and how can it not be fun to learn about it? What I do is make it interesting for me, and then I take it to the students with that attitude. What the teacher does is present the information in an interesting way. (Female Museum Docent teacher)

Every teacher in the study was eager to tell why they enjoyed teaching. Many comments had to do with reaching out to others. Some said they liked being coaches, tutors, sharers of knowledge, or helpers to other people. These words were utilized much more often than the word "teaching." Some of the teachers talked about the enjoyment of the environment where the students had new, creative ideas. They talked about the learning enthusiasm that was contagious to the teacher. The teachers felt that the opportunity to teach was relaxation away from their full-time occupations; it was a place where they could meet new people. Teaching for them

was time for them to grow and learn themselves. The teachers were eager to relate their views and feelings.

> I like to share things I know. I have never thought of myself as technical. In fact, I don't think of myself as a teacher as much as I think of myself as a tutor. (Female Computer teacher)

> I like seeing other people succeed. I like bringing out others' abilities. We are all capable of doing more than we think. I realized this when I was young. (Male Stained Glass Preparation teacher)

> I like teaching and when I stop liking it, I will quit. I learned this from a photographer here in town. He quit doing weddings. He said that he didn't enjoy it anymore, so he bagged it. Teaching makes me feel good. I have a couple of special skills. When I can share that through coaching, I get a high out of it. When I don't enjoy it anymore, I will quit. (Male Photography teacher)

> I like students. I like being a part of their endeavor. It is satisfying to come to the end of the course to know that they have a few more credits and they have learned new information. I hope they have an appreciation for a new topic. But what is more important is that they have learned to speak, write, organize material, and do research. I learned from my own experience that these components are the most important. (Male Aviation teacher)

> I enjoy teaching because there is a satisfaction in knowing students. I also enjoy the academic situation. I look forward to helping students and enjoy hearing, "I got a lot out of this course." (Male Aviation teacher)

> Teaching gives me a sense of accomplishment. The information I teach is genuinely needed and I have self-satisfaction when I am able to share that information and to provide an opportunity for people to think and talk about the topic. (Male Fire Safety Officer teacher)

> I enjoy seeing people throwing away their problems and stress. They walk away lighter. I take pride in helping with that. (Female Aerobics teacher)

> I really enjoy quilting. When I teach a class, I am sharing something that I personally really enjoy. I look at this as sharing not teaching. (Female Quilting teacher)

I like being in the classroom. I have the skills to put together a video and then sell it. It would be teaching, but I wouldn't be in the classroom with the students. That is the part of teaching I like. (Male Photography teacher)

I like helping students feel good about what they have learned. I also feel good about helping people. Education is so important to a person. (Female Computers teacher)

It gives me a charge. I have a passion for teaching, although sometimes I am terrified. (Male Homeowners Electrical Wiring teacher)

I have good students. I hate to have students graduate because they are interesting, enthusiastic, and their personalities are vastly different. Younger

people have different ideas. I have learned so much from the students. (Male Interior Design teacher)

I get to see the tangible results; for example, the owners of the Harvest Moon Brewing Company had spent five years just sitting around and thinking about starting a business. As the result of Fast Trac of which I was the principal instructor, they are now really getting this business going. (Male Fast Trac teacher)

What I like about fishing and about teaching fly tying is that it is an equalizer. A wealthy doctor and a poor kid will sit down and talk about fishing and flies (Male Fly Tying teacher)

I like to see people learn. I like to hear, "Wow, that helped me a lot." I like adult education because students are there to learn. They want the information. It is more fun than teaching college classes. It is interesting that I have never had an obnoxious student. (Male Computer teacher)

I like hearing new viewpoints. Teaching part time is not a job for me; it's a break from my other work. I like meeting other people and I enjoy seeing the progress of the profession. Sometimes the students will take the thinking on a topic beyond what I had considered. (Male Interior Design teacher)

I really enjoy teaching because I have the idea that I am helping someone. (Female Accounting teacher)

> I learn myself. I like to share what I know. My class isn't taught in schools, so I have something new to share. (Male Investments teacher)
>
> I am always learning. It is fun to share what I like. You never learn anything as well as when you teach it. I like the creativity of it. The docent course is always changing; I never keep anything exactly the same. (Female Museum Docent teacher)
>
> I like teaching because it is outside the usual realm of my job. What I like about teaching is getting the point across. My job is inspiring people to be inspirational. When I do well, I get an emotional response from my students. (Male Parks Interpreters teacher).
>
> There are solutions to problems. Knowing how to fix something helps anyone. It is a good feeling to me when I can help someone fix a problem. What works best is when they [students] outline their problems and then I talk about the concepts of a network. I try not to tell them the answer to their problems but to explain about how the network is configured. In other words, it works best to set the seeds of understanding. Frequently they will go home in the evening or back to the office during the lunch hour and fix their own problems. Sometimes they haven't even explained their problems to me; they have solved them on their own from the discussion earlier in the day. When they are successful and come back to class, I get positive feedback. That is important to me. We work through problems in the class, and I sculpt the course around their problems. (Male Computers teacher)

The former thoughtful statements made by 21 of the 27 teachers in this study revealed a giving and sharing aspect of the personality of an effective teacher. The fact that all of the teachers enjoyed teaching had, no doubt, a positive effect on all aspects of their teaching whether it was the quest of new knowledge for teaching, creating a positive learning environment, being student oriented, or utilizing a clear, stimulating style.

Knowledge. Although knowledge of the subject was not the outstanding characteristic most often cited by either the students or the teachers, it was the

number-one criterion used by supervisors for hiring a teacher of adults for workshops and seminars. Knowledge was the second most often effective teacher characteristic expressed by the students, and one teacher felt that it was his best teaching characteristic. The teachers were specific about how they gained knowledge of the field.

> I learned business management by doing it. I either learn or die as a business owner. If a person makes too many mistakes in business, he doesn't buy groceries. (Male Fast Trac teacher)
>
> Working in a dental office for the last 12 years has also allowed me to talk about my own experiences and, hopefully, help students to be prepared for situations that may arise for them. (Female Dental Assisting teacher)
>
> I have been quilting for 25 years. I took a class in Butte on quilting recently. I rent videos and I have attended quilt shows in Houston and in Kentucky. (Female Quilting teacher)
>
> I bring to the classroom many years of working in different businesses. During those years and even today when I am teaching, I always enter any situation with the attitude of "what can I learn here." (Female Accounting teacher)
>
> I talk to people, especially the experts here at the museum. I have gotten to know a lot of cowboys, artists, and Indians. (Female Museum Docent teacher)
>
> I play [bridge] at least three times a week and study bridge all of the time. To remain a life member, I have played in a regional bridge meet at least once a year. At these regional meetings I play against professional bridge players. They are very good. (Female Bridge teacher)
>
> When I was studying for my master's degree in management, I discovered that my best instructor was not trained to be a college professor, he had worked in advertising for Proctor and Gamble. He had real life experiences. When I was a pilot in the military, we had two types of flight instructors. One type had been trained as pilots, then went to instructor's training and came back as instructors. The

> second type trained as pilots, went out and served the military as pilots, and then went back to train new pilots. The second type was always a better instructor. There is nothing like being able to share real-life experiences with students. (Male Aviation teacher)

The excellent practical backgrounds of the teachers gave them real-life examples they could share with students. Many felt that example stories were worthwhile in the classroom. One compared them to the parables of Jesus in making a point that students could utilize in remembering a fact. Other teachers were cautious. One teacher said that the story must fit the students; another said that the story had to be carefully aligned with the topic to be effective. Many had examined this aspect of teaching and were critical of story telling just to fill the classroom time.

> Teachers need good examples that illustrate perfectly the point they want to make. In the [parks interpreters'] class we make the point that a picture is worth a thousand words. In one class we put up a picture, and everyone closed his or her eyes except one person. That one person described that picture in detail. The picture I used was the turret of the USS Arizona that was still above the water and served as a memorial. Even when the students opened their eyes, they did not know what it was. When I said it was a grave and 1200 people were buried there, they knew immediately what it was and they all related personally to it. They were the age that they knew the history; they knew the story. The story is the important thing to interpretation. That is how the teacher gets the point across, but the story has to be meaningful to the students. It is a matter of understanding the audience to determine which story to choose to depict the point you are making. (Male Parks Interpreters teacher)

> I don't tell war stories. If one of my experiences is relevant and slips right in to the topic, I will tell it. (Male Photography teacher)

> Story telling is very important. I use stories to explain what I am teaching. Some of my stories are true; some are not. If participants want to know if a story is true, I will tell them. (Investments Planning teacher)

> Stories are really important. Stories are how we learn. Look at others who have used stories--Native Americans and Jesus in the Bible. A story makes a topic more relevant to students. If the student tells the story, it is more credible than when the teacher tells it. (Male Parks Interpreter teacher)

> I try to use examples from my own experiences of working in a dental office. One time I had a little five-year-old girl who was afraid and crying in our office. I told her the nitrous oxide mask was like a Mickey Mouse mask. Both making that comparison and using the nitrous oxide helped calm her down. She said, "I like coming here; I want to come back every day." I tell this story, and others like it, to my students. (Female Dental Assisting teacher)

> I am careful in the way I share my experiential knowledge. First, I have genuine concern for the subject matter and the students in the class. Because of this, I am careful not to tell too many war stories. War stories are effective only when they are pertinent. I learned this from taking classes. I have been in classes overburdened with war stories; therefore, I learned less from the class than I expected. (Male Fire Safety Officer teacher)

Effective teaching methodologies and techniques are the topics of many formal teaching courses. However some untrained teachers learned to develop effective methodologies and techniques on their own by reflecting on what would be useful to student learning. Some took techniques that they learned or saw modeled as children to their own teaching environment. Others modified techniques for their own classes by watching other colleagues teach. Being in the classroom and observing what does or does not go well is a practical way to collect a repertoire of effective teaching techniques. Here are examples utilized by the teachers who told how they learned the techniques:

> When I was 14 and in a study skills class I found out that learning by seeing, hearing, and doing was the only way I could learn. As a result, this is the way I teach quilting. (Female Quilting teacher)

I have watched the videos that show the techniques for casting when fly fishing. The instructions say, "Lift your arm to the two o'clock position; wait until the line is right behind you." With those kinds of instructions, beginners have no idea about what to do when they are told the line should be right behind them. *There are ways to do things and there are ways to learn things.* I have used my experience to figure that out. In fly fishing the back cast is most important. If the back cast is faulty or sloppy, the front cast won't have a chance. One day when I was fishing in a fast current river, I had to stand sideways in the river to have less resistance against the current. I started casting and from that position I could see my back cast and said to myself. "No wonder my front cast is so bad." From that point on I taught beginning fly fishers to stand sideways so that they could see both the back and front cast. *This is not the way to fly fish; it is the way to learn how to fly fish.* Teaching is a process of knowing what you want to accomplish in teaching, making it as easy as possible, and sharing what you have learned, some from your own mistakes. (Fly Tying teacher)

I have learned to teach from some of my very good teachers, and I had many. Vernon Frank was one of them. He was extremely imaginative in the Free Market and Economics class I took from him at Great Falls High School. We earned Vernon Frank dollars for our papers and tests. Then we bought our grades. I had enough money to buy my A [grade] and then lend money to those who wanted to improve their grades. The second quarter I could have chosen to not work because I had money coming in from interest on those loans. In these workshops I can control the environment just like Frank did. (Male Computer teacher)

I learned from someone else a technique I use for establishing the climate of the class. The first night of class I say that I will never again talk down to them after that night, and I get up on the table and talk for a few minutes. Then I lie down on the floor and say that I also won't talk up to them ever again. I am trying to make the point that we can talk on the same level. (Male Photography teacher)

One thing I have learned since I started teaching is that my students are adults. Sometimes I will see myself slipping into a paternal mode. Right then, I change and see myself as an equal to them. We are equally adults. (Female Accounting teacher)

I use the camcorder in a fly tying class of only five students. Years ago I taught fly tying without a camcorder though we stored the television and the camcorder right there in the classroom. During

television and the camcorder right there in the classroom. During class demonstrations I noticed that even with just five students, they would be leaning over the table, trying to see what I was doing. About the same time I noticed the demonstrators at the state fair. They would use the television so that more observers could see them chop vegetables or whatever. I thought, "Shoot! That should work for a fly tying class." (Fly Tying teacher)

I have learned that to be effective with adults, I must start with a broad overview. If I don't do that, they sit there wondering where the class is heading. Right away I try to get them involved. I will ask them to break into groups. I give them a scenario--such as a fire incident, ask them to evaluate, and then report back to the whole class. This is the way to get them involved immediately. I learned this technique from my wife, who is a teacher, and from the National Fire Academy where I attended a seminar to become an instructor. (Fire Safety Officer teacher)

My concept of teaching is that I am the coach and not a teacher. I have learned from a co-worker that it is better if the students have to actually do the photography and I coach them. If I am teaching, I don't know if they are learning. If I am coaching, they actually take pictures. When I look at the pictures, I get immediate feedback. (Male Photography teacher).

Making teaching enjoyable is hard. I try to use colorful words and analogies to get my point across. I laugh and smile a lot. I laugh and smile even when I'm not feeling that well. Teaching is nothing more than drama. It's all part of the act. You are trying to get your point across just like in a play. When I have exciting, thrilling stuff I am trying to get across, I stand up, I move around, I throw my arms around, I laugh, and my voice goes up and down. When I am serious, my voice calms down, I sit there, use the long dramatic pauses, my voice softens and I use inflections. There is a certain amount of theatrics involved. Many teachers don't get training to do this, but I was in musicals in high school. (Male Parks Interpreter teacher)

When I worked at the Nautilus Health Spa, I would read the bulletin board that had current information about health. Since I teach in a place that is not exclusively mine, I have created a notebook of the latest information. When the participants sign in, they will stop a minute to look at the notebook. I will also talk about an article that I have included. (Female Aerobics teacher)

> Another activity I use is to have the participants move to the middle of the circle to show everyone their favorite exercise. I learned this in a speech class in college. I was really shy and hesitant. As I learned in college, I want people to see that it's okay to be up front. (Female Aerobics teacher)

> I like to speak. I took speech in college and really enjoyed it. I have learned from those college classes to present clearly. I have no idea how any one else has learned to teach bridge. I have never taken a class. I think that the ability to speak has enhanced my ability to teach bridge. (Female Bridge teacher)

> When I was in college, I was taking a religious studies class. As an assignment, I went to 12 churches during the Sunday service and audited church service. I noticed that most preachers are the same as most teachers. They teach a lesson from a distance--in this case, the pulpit. One church was different; this was Christ the King Catholic Church. They had this tiny Chinese professor who led the service. He didn't stay in the pulpit; he walked up and down the aisle. That Sunday he talked about sinners. He didn't touch us, but he got close to each of us. It gave me goose bumps. It really impressed me. I don't teach from the front of the room; I move around. However, it is true that you have to be careful about the student's space. (Male Photography teacher).

Teachers commented extensively on what kind of teaching techniques they used in the classroom, though they did not mention how they learned these techniques. Many of them suggested that applying what was to be learned in a practical environment was important to learning. They related that their students were encouraged to critique one another's work and to be active participants in classroom activities. One teacher talked about using analogies to create mental images to help the students understand while another spoke of the need to inspire students so that they will want to learn more.

> One technique I use is to show a picture--one very good and one poor. I will ask a student to tell which is the better picture. I always ask "why." That causes a lot of interaction. I allow them to talk it

through. I also ask the students to bring in their pictures. First they bring in old pictures of their families and we critique them. Then they start bringing in the pictures they have taken after the class has started. The students will notice the improvements and they will stroke one another. (Male Photography teacher)

I work for smiles. Some are hesitant to talk or be in the limelight. They will hide in the back. What I do is move around the room, so at some time those in the back are in the front. (Female Aerobics teacher)

I think about how I have to learn, and then I create word pictures for the students. I use analogies such as a directory is like a drawer where we put files. Also, I explain with several examples. If students are confused, I try to use an activity to show how the concept works. I constantly reinforce and encourage questions. (Male Computer teacher)

Information is the facts and figures. Interpretation is based on the information but also included is inspiration, leading people toward wanting to learn more about the topic on their own. It's revelation or it's the light bulb going on in their heads. It is not the topic or the objectives. For the most part it is a touchy, feeling thing, causing deep down internal change. It is reinforcement of something they have thought about before. Interpretation is the answer to "Who cares!" and "So what!" If you can't answer the "So what!" and "Why is it important?" you fail as a teacher. I set up inspiration by asking questions. Inspiration is bringing around keen interest and burning curiosity. It is fanning the spark into a raging forest fire. Inspiration demands that the student learn more. This happens because the teacher cares about the individual. Normally, I'm articulate, but I can't really tell you about this. Either teachers get this or they don't. (Male Parks Interpreter teacher)

I want my classroom to be a happy atmosphere. When a student is not paying attention in class, I will walk over, get into their space and stay there. For example, several weeks ago one of the men was not paying attention. I think he was tired. I said that I had been standing all day and needed to sit down. I sat next to him, and he was alert the rest of the evening. I learned this [technique] from observing another person. I saw a seminar teacher put a trouble maker in his place by walking into that person's space. (Male Photography teacher)

Lecture was indicated by the teachers as the less preferred teaching methodology. Agreeing with Lindeman (1926), several mentioned that they preferred classroom discussion in their classes with adults. Others mentioned the best way to teach is to provide opportunities for the students to practice:

> In dental assisting we do use lectures, but the only way to be a dental assistant is to practice. We show the students the different procedures and they try it. Showing is not enough. Have you ever watched someone do something and think, "I can do that," and then you try it and you can't do it at first. It is important that the students have many opportunities to practice. (Female Dental Assisting teacher)

> I try to get away from lecture-driven classes. I break up the time with different activities. I didn't enjoy learning through lecture, and I don't think adult students learn well that way. Actually, lecture is easy. I don't feel comfortable lecturing; it's not really teaching. (Female Computers teacher)

> I would like to see more participatory teaching and workshop climate in my classroom. There is no way around it; the only way to learn accounting is to practice the procedures. (Female Accounting teacher)

> A teacher has to introduce a topic but experiential is best. (Female Museum Docent teacher)

> [Lecture] can be a good tool used in the right way. I will use it as a precursor to an activity. First I present hard and fast information. Next I bring it closer to home with an analogy. Then I involve the students with an interactive activity. My most useful learning experiences occurred that way and if it can work on a knothead like me, it is an effective learning procedure for those who are a little quicker on the uptake than me. (Male Fast Trac teacher)

> Lecture is sometimes the best way, but most of the time you lose people's attention. It is better to discuss. Discussion works better in smaller groups. As the group gets larger, lecture seems to be more effective. However, after a class I am less satisfied with the class if I have done most of the talking. (Male Aviation teacher)

> I like free-form lecture where the teacher encourages interaction. I like to begin with a question. I will ask questions such as "How many

> of you have . . ." or "Have you ever . . ." Instead of my standing up there and giving them the information, I like for them to develop it for me. (Male Parks Interpreters teachers)
>
> I don't like it [lecture]; it is boring. I would rather have fun. To have fun, the participants have to interact. (Male Investments Planning teacher)
>
> When a guy lectures for any length of time, he really doesn't know if he got the information across. In my class we discuss and then we go around the room and take turns reading the lesson aloud. If I lectured in this Bible study class, I wouldn't have people coming back the next week. (Male Bible Studies teacher)

Many of the effective teachers reported that teacher awareness of body language of their students was a measure for knowing how the class was progressing, what the students were understanding, and what they were failing to grasp. The teachers felt that reading the body language of the students was an important component of having concern for the students as learners. The following comments reveal how the effective teachers in this study utilized their ability to read the students' body language:

> My wife who is an English and communications instructor, helped me become more effective. When I applied to the National Fire academy, I received an example tape of someone else teaching that she and I reviewed. As we previewed the tape, she pointed out what the instructor was doing that was effective and what was ineffective. The main thing that she helped me notice was that when the instructor was talking over the heads of the participants, we could instantly read it on the students' faces and could see that they were scooting around in their chairs. (Male Fire Safety Officer teacher)
>
> I can read students faces and know when it is time to get to the next activity. (Male Computer teacher)
>
> Sometimes I don't get to cover what I had planned. I read faces and I can tell it is time to move on to another activity. Also sometimes

> questions will prevent our getting to what I had planned for the lesson. (Female Bridge teacher)
>
> I make eye contact with them [the students] and read their faces and body language to determine what is happening--whether the information is boring or over their heads. Then I can adjust the speed of what we are covering accordingly. (Male Homeowners Wiring teacher)
>
> I pay attention to the body language of my students. I have a good feel for understanding when a person doesn't understand. With computers they start just staring at the screen when they are confused. (Female Computer teacher)
>
> I decide whether I am being effective by watching them and their facial reactions to what is being said. (Female Parks Interpreter teacher)
>
> I try to perceive whether they are getting the information. If I suspect they aren't getting it, I look closely at nonverbal cues and read their faces. I then try to use an analogy or a real life situation that will help the information click. (Male Fast Trac teacher)
>
> I can look at faces and I can read people as to whether I am explaining clearly or not. (Female Aerobic teacher)

Prepared for Teaching Responsibilities. These effective teachers spent time thinking about their teaching and worked at preparation. Several teachers commented:

> I think about class a lot. About a week before the class I go back over the curriculum. I stay focused. I change the curriculum each time using the latest advancements. I "walk" through what I want to say and do. The second time I go through it, I look at the material as if I were the receiver of it. I would rather get the basics down well rather than just get through all of the materials. (Male Computer teacher)
>
> I think about my classes a lot, and I remember when I was a student. I remember the atmosphere and the activities. I have had really good

> teachers, but I was nervous in class, and I remember that. I take teaching very seriously. (Female Computer teacher)
>
> While I was in the military, I was placed in increasingly more responsible jobs with heavier workloads. If I were to survive and be effective, I had to learn how to be organized. At that time I learned to become well organized. Now I may spend as much as 20 hours a week preparing for a class that I hadn't taught previously. (Male Aviation teacher)
>
> When I teach the theory portion of the program, I have learned to come from different angles. I might present the information, show a video, and pass out a study guide. Because of my concern for students, I spend a better part of the day before a theory class in preparation. I often think about my teaching and the student's projects. I'm not concerned about my teaching, but I need time to think about the courses and to prepare for the classes. (Male Interior Design teacher)

These teachers have practiced what Freire (1970) and Brookfield (1986) called *praxis*. *Praxis* is the process of exploring new ideas, knowledge, and skills in the context of one's experience and background. Once the exploration occurs, some action that utilizes the new information should take place, and the process of reflection begins again. These teachers reflected upon their classroom experiences, their knowledge, and their understanding of effective teaching methodologies to provide a suitable environment for optimum student learning.

Teacher Utilization of Reflection

Schön (1987) described three phenomena that relate to the avenues that teachers use to become effective on their own. The first phenomenon occurs when some previous experience provides for what is known as spontaneous action that yields an intended outcome. This Schön labeled as "knowing in action." "Knowing in

action" continues until some development produces a surprise. This surprise causes people to reflect consciously upon their actions. At that point in the action, people may move to the process called "reflection in action," where they "restructure strategies of action, understanding of phenomena, or ways of framing problems" (Schön, 1987, p. 28). In other words, as the result of conscious consideration, they may do some experimenting with new actions or reconsider their understandings. "On-the-spot experiments may work, again in the sense of yielding intended results, or may produce surprises that call for further reflection and experiment" (Schön, 1987, p. 28). "It is conscious, intentional movement of critical thought back and forth between practice and ideology, between self and society, asking why and how things came to be as they are" (Pratt, 1989, p. 82). As the result of conscious consideration, they may do some experimenting with new actions or reconsider their understandings.

However, once the action has taken place, the teacher then utilizes the "reflection on action" technique (Schön, 1987). Much like *praxis*, developed by Freire (1970), reflection-on-action is the "thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome" (Schön, 1987, p. 26). The teachers in this study used this technique to realize their effectiveness, to know their areas of strength, to strive for improvement, to pursue personal goals for teaching, and to utilize the principles of adult education.

Reflection on Realizing Effectiveness. All but one teacher said that they realized their effectiveness as teachers of adults in a particular subject. They were able to reflect upon their effectiveness and gave various reasons such as being

prepared, making the class fun, providing credibility, and personally analyzing a course at its conclusion so that the next course will be better. Two of the teachers determined that they were effective when students returned after the class to report what they had learned or to take the course again.

> I am not dynamic and not an entertainer, but I do offer a good class because I am well prepared. I think it is important to tell an appropriate joke and to make the class fun. (Male Fire Safety Officer teacher)

> I tell students at the beginning of the course that I guarantee success in the class. Students succeed at different skills they want to learn, but they do succeed. (Male Stained Glass Preparation teacher)

> I think I am effective because students return to the class to make new projects. When students show their projects and then talk about their next project with excitement in their voices, I know I have been effective. (Female Quilting teacher)

> Yes, [I am effective] because students will come back. They will tell me how many fish they caught on the fly they made in class. The only way to prove that I'm an effective teacher is whether the flies they make catch fish. (Male Fly Tying teacher)

> I am effective because of the credibility I have in aeronautics. I can easily give examples about flying because I have been there. I am also effective because I prepare intently. I study, plan, and organize an entire semester before I teach the first class. (Male Aviation teacher)

> After each semester, I have been careful to analyze where students have problems understanding. The next semester I say to myself, "This is a problem area for students. What is it that I can do or say to help them understand this concept?" Sometimes when I reflect back on my first or second semester of teaching, I wish that I could bring back some of those students and say to them, "I didn't do this well when I taught you. Now I have it better figured out how to teach it. Let's talk about that particular concept now." (Female Accounting teacher).

> I determine whether I am being effective by watching students and their facial reactions to what is being said. (Female Parks Interpreters teacher)

The knowing and reflection on one's effectiveness may well be essential to providing students with a worthwhile learning experience.

Reflection on Knowing Areas of Strength. Not only did the teachers realize that they were effective, they knew their own areas of strength. One third of the teachers (9 of the 27) selected the same outstanding characteristic for themselves as was determined by a majority of their students. A listing of that particular characteristic and the number of teachers who selected the same outstanding characteristics for themselves as were selected by their students follows: enthusiasm, 4 teachers; positive learning environment, 2; concern for students, 1; personable (labeled as "Enjoyment of people and of teaching" in Table 7), 1; and patience, 1.

Reflection on Striving for Improvement. All of the effective teachers in this study agreed with Barer-Stein (1994) that the craft of teaching is never fully perfected. They reported that they knew they were better teachers than they were at first. They also were able to reflect upon the reasons for their improved effectiveness and felt they were more relaxed, confident, knowledgeable, and organized because they knew what to expect.

> I am more relaxed and self-assured. I believe that students can pick up on the instructor's self-assurance immediately. (Male Fire Safety Officer teacher)

> I am better at organizing before the class, and as a result, the training goes better. I understand people better and can perceive what they like to do. I have learned how to "con" the staff into helping with the preparation for teaching the parks interpreters. (Female Parks Interpreters teachers)

I am a better teacher than I was at first. I have learned what works best. I find that the most important aspect of teaching is getting on the students' level. I remember when I was in college. Dentists would come in to lecture and we wouldn't have any idea what they were talking about. I try to put myself in the students' place. As a teacher I have to figure out where the beginning is for my students and many people can't do that. (Female Dental Assisting teacher)

I have learned to teach by trial and error. My first class at the college showed me that I can have a real mix of people in my class with a disparity of knowledge. I have to do more preparation so that I can better deal with the disparity. (Female Computer teacher)

I have learned much along the way. I get immediate feedback from students. If their pictures exhibit what I have taught them, then I know that my technique has worked. Also I learned that I was more effective when I became aware of and used a work personality at work, a photographer personality as a photographer, and a teacher personality when I was working with students. (Male Photography teacher)

During one of the first tours I gave of the Museum, one of the visitors in the group from Oregon asked if there were wolves in Montana. I knew that we had mountain lions and bears, I wasn't sure about wolves. I responded that surely we must have wolves. I went on to the next picture and kept thinking about it. I then told the groups that I wasn't really sure that any wolves were still in Montana. One lady in the group who happened to be from Montana spoke up and said, "No, we no longer have wolves in Montana." That illustration points out that it is always important to give out good information. In this job I learn more every day and I try to share that with the docents and with people who tour the museum. (Female Museum Docent teacher)

If someone wants to be a good teacher, they need to recall the most effective teachers they have had and then try on some of their techniques. (Male Fast Trac teacher)

As a teacher, it is very important to continue to learn. (Female Dental Assisting teacher)

I am "tons" better than at first. Part of teaching is learning how to teach. (Male Parks Interpreter teacher)

Several teachers expressed an awareness of their effectiveness when they talked about the difference between having the expertise and being able to teach that skill to someone else.

> Just because you are great at something doesn't mean you can teach it. (Female Aerobics teacher)

> Being a good bridge player does not make a good teacher of bridge. A teacher needs patience and the perception to know what is needed. (Female Bridge teacher)

> The creativity that I have is just in me. I think of teaching as a gift. I love the people I teach; they become friends. There is a connecting. (Female Museum Docent teacher)

> What I know is a gift. I must share that gift, or I'm not a teacher. (Male Stained Glass Preparation teacher)

> I don't know how I learned to teach. Some people can do it. Some people can teach it. Some people can do it and teach it. In tennis I could teach it, but I didn't play that well. (Male Fly Tying teacher)

> I have been told that I am a natural teacher. Once I had a family group touring the museum. A woman came up to me and said, "You certainly are a natural teacher." I replied that I was not trained as a teacher. She responded, "Teachers and doctors are born and not made." I believe that this is true in me. I am a communicator. All of my family--brother, sister, and both parents--are natural communicators. I considered my mother a natural teacher. (Female Museum Docent teacher)

Reflection on Pursuing Personal Goals for Teaching. Most teachers keep their personal goals to themselves; therefore, students are unaware of their teachers' aspirations. However, interest required to consider and pursue a new teaching goal can also maintain the spark of enthusiasm for the subject as that goal is being pursued. This appears to enhance a teacher's ability to be successful at teaching

(Thomas & Ferguson, 1987). Thirteen of the 27 effective, untrained teachers (48%) had external goals for teaching or goals in the realm of teaching. These teachers related:

> I have the desire to teach the traditions. I would really like to teach home economics, manners, etc. in the parochial schools. (Male Stained Glass Preparation teacher)
>
> I would like to teach a management course. I have worked for good and bad managers, and I feel that I know the difference and can share that difference with others. As a manager, the person has to say, "What kind of manager do I want to be?" Even with the advent of TQM [Total Quality Management] I see some very poor managerial decisions being made. I would also like to teach an upper-level accounting course. (Female Accounting teacher)
>
> My short-term goals are to graduate more students from the Interior Design program. I feel about my students the way a parent would feel about his or her children. I want to see them moving into the real world of competition with the skills to be competitive. (Male Interior Design teacher)
>
> I would like to continue [to teach] and would like to expand. (Male Homeowners Wiring teacher)
>
> What I want to do in Great Falls is to create a children's museum. I have visited them in Boston, Los Angeles, and Washington, D.C., and I want to be involved in creating one. (Female Museum Docent teacher)
>
> My goal had not been to be a teacher. Through the teaching process I have learned that I should be a teacher. I know that now. (Female Computer teacher)

Reflection on Considering the Best Teaching Techniques. Statements made by the teachers indicated an awareness of teaching techniques that are useful with adults. The peak learning opportunity for the student to learn is called the "teachable moment" (Havighurst, 1958). Taking into consideration the students' past

experience and knowledge, their attitude and health, readiness to learn, and interest in learning, the teacher should be cognizant of the teachable moment to take advantage of all those right conditions. At that moment the teacher invites discussion and provides opportunities for participant response. An effective teacher in this study expressed an awareness of that teachable moment when he said:

> I . . . have a hang up about instructors who respond to a question with, "We will get to that in a few minutes." When someone tells me that, I can't hear anything until he gets to my question. I feel that any question should be responded to immediately. (Male Bible Studies Teacher)

Draves (1984) encouraged the teaching technique "Over-the-Shoulder-Demonstration" organized in three steps: the teacher discusses it, the teacher demonstrates it, and the students practice it. Two effective teachers expressed a realization of using practice as a step for learning.

> The only way to be a dental assistant is to practice. We show the students the different procedures and they try it. Showing is not enough. . . . It is important that the students have many opportunities to practice. (Female Dental Assisting teacher)

> There is a three-step method to each portion of teaching fly tying. You tell them, you show them, and you have them do it. (Male Fly Tying teacher)

When Conti (1983) surveyed the writing of highly regarded adult education experts, he concluded that examples should come from learner's experiences. An effective teacher had verbalized the realization that the credibility comes from other students.

> If the student tells the story, it is more credible than when the teacher tells it. (Male Parks Interpreter teacher)

Grow (1991) urged teachers to understand whether they encourage self-directed learners or dependent learners. It was surprising to find the untrained, effective teachers could express an awareness that student dependence can evolve into self-directed learning when the teacher creates an environment where students have increasingly more opportunities to pursue their own learning throughout the length of the course. Two teachers expressed it this way:

> At the beginning of the class, I feel nervous because it is my responsibility for the students to teach themselves, and I worry about that. (Male computer teacher)

> What works best is when they [students] outline their problems and then I talk about the concepts of a network. I try not to tell them the answer to their problems but to explain about how the network is configured. In other words, it works best to set the seeds of understanding. (Male Computer teacher)

Gerstner-Horvarth (1991) in her *Do-Able Journal* stated that "educators of adults need to let go of the security of being authority figures and experts and, instead, join their students as co-learners!" (p. 16). An effective teacher in this study said:

> One of the things I have learned since I started teaching is that my students are adults. Sometimes I will see myself slipping into a paternal mode. Right then, I change and see myself as an equal to them. We are equally adults. (Female Accounting teacher)

Dewey (1916) wrote, "The teacher is a learner, and the learner is without knowing it, a teacher, and upon the whole the less consciousness there is, on either side, of either giving or receiving instruction, the better" (p. 160). Several effective teachers from this study realized that it was important to be ready to listen to students. One teacher so aptly described the teacher's awareness this way:

> One of the best things I can do to relate to students is to listen. If I have 20 students in the class all with five years of unique experience, that means there are 100 years of aviation experience in that classroom that has nothing to do with me. I had better listen because I don't have 100 years of experience. (Male Aviation teacher)

Summary

The 27 untrained, part-time teachers of adults in this study had had on the average between two and three years of concentrated teaching experience; however, those years had actually been spread out over a longer span of time because these teachers taught part time. They were all well versed in the skill or knowledge they were teaching by having learned it as a part of their occupation or having made it a hobby for a number of years. All of the teachers were older than 29 with the mean age of 46. Two of the teachers were 73 years of age. Income from teaching for these teachers--except for two--was an insignificant source of income.

The five major characteristics of these 27 effective untrained, part-time teachers of adults were enthusiasm, respect and concern for student, enjoyment of people and of teaching, knowledge of the subject, and patience as a component of a positive learning environment. These characteristics were listed by the students as well as the teachers. Both teachers and students wrote and talked at length about enthusiasm and respect/care needed from the teacher for the student as an adult learner. It was interesting that one third of the teachers selected the same outstanding teaching characteristic for themselves as their students cited for those teachers.

The teachers in this study felt that the key component for learning to be effective teachers was by reflecting upon the effective teachers they themselves had had either in high school or in college and by using them as models. In fact, several named the teachers they had wanted to emulate. One teacher reported that his wife who was a communications teacher assisted him when he first began teaching. Another teacher said that she was aware that she was born a natural teacher. Many of them referred to what they liked or disliked as students themselves.

The teachers talked about what they had learned as they experienced the role of being a teacher. The short time they had been in the classroom is an indication that they had learned to reflect on effective characteristics and practices very quickly. All but one had expressed an awareness of their own effectiveness as a teacher. The teachers had much to say about their awareness of learning to be effective teachers once they began teaching. They talked about the drama of the classroom and the many examples required in the classroom for effective learning.

A component emulated by all the teachers in their comments, by their body language, and in their willingness to contribute to this research study was a sense of self-assurance in becoming teachers for a particular course of study. This self-assurance was apparent as a foundation to all the characteristics of effective teachers. For if a teacher is not self-assured, can he or she get beyond the uneasiness of being self-conscious to demonstrate enthusiasm, to put the needs of the students to the forefront, to create a positive learning environment where students are comfortable

enough to make mistakes or to express their lack of knowledge, and to concentrate on students needs so that a clear, stimulating teaching style emerges?

Besides self-assurance, the teachers had a sense of awareness of what strategies worked in the classroom from what they had learned about effective teaching when they were students themselves and as they became practitioners in teaching. This sense appeared to come from having reflected upon what was effective and what was not. This ability to reflect on their own experiences as students, to think and react to their own teaching, and to set goals for the classroom may well be a key to these teachers' effectiveness.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Overview

The scope of adult education is broadening because of the demand from adults for learning opportunities in a wide range of topics. Life-long learning has "increasingly become a standard, normal, and vital function in our professional and personal lives" (Draves, 1995, p. 3). In the introduction of *America's Other Educational System: Training Offered by Nonschool Organizations*, compiled and written for the National Center for Education Statistics, Robert Calvert, Jr. (1985) stated:

> Americans are reported to have a love affair with education. Certainly, study after study shows that the United States leads in almost every educational indicator. Even our magnificent love affair with the automobile palls by comparison with 85 million plus Americans involved with educational institutions as students, teachers, administrators, or other educational employees. And the literature is replete with testimony concerning the values of education in fostering upward mobility, reducing the impact of class barriers, assimilating new immigrants, and in providing skills needed for occupational security. (p. 1)

Adult education centers, proprietary schools, community centers, service organizations, and universities and colleges--especially community colleges--are hiring teachers to facilitate these learning experiences. Many teachers have expertise in

their subject field but are untrained as teachers--and untrained as adult educators. Yet, a large number of these untrained teachers provide a worthwhile learning experience for adults. They have learned to be self-directed in preparing and being organized for classes; they are enthusiastic and provide a positive environment for learning; they have thought through the steps for learning a particular course of study and can present new information clearly. How did they learn to be successful in the classroom? This question continues to linger because research to determine how untrained, part-time teachers of adults learned on their own to provide the student with a worthwhile learning experience is limited. In an attempt to provide a broad-based foundation for answering this question, the purpose of this study was to discover how a group of untrained, part-time teachers of adults became effective teachers. This information may be helpful to those who hire untrained teachers; those who provide professional development and mentor untrained, part-time teachers of adults; and those who are untrained teachers themselves and must learn on their own.

Review of the Description of the Sample and the Findings

This study produced the following description of the sample. Gender in this study was not a controlled variable but, at the same time, resulted in an unusual mix. Of the 27 teachers, 18 (66%) were men, and 9 (33%) were female. The average age of the 27 effective teachers was 46. The youngest teacher was 29 and the oldest two were 73 years of age. Twenty-three (85%) were between the ages of 35 and 64.

Most of the teachers were paid; however, their income from teaching was an insignificant portion of their annual income. The teachers had varied educational backgrounds. All except two had some college education and 17 (62%) had a minimum of a bachelor's degree. Less than half of the effective teachers had had some kind of job interview for teaching, and only six (28%) had participated in a formal interview.

Qualitative research, utilizing the case study, produces findings that are broad in scope. Compilation of both the student and teacher surveys and the teacher interviews provided the following findings that focused on effective teachers' characteristics and practices. The students from the classes of the 27 effective teachers reported that the most outstanding teaching characteristics and practices of the effective teachers were enthusiasm (32%), knowledge (15%), respect/concern for the student (12%), and patience (12%). The effective teachers in this study felt that their most outstanding characteristics were respect/concern for students (40%), enjoyment of people and of teaching (19%), enthusiasm (14%), and insight to providing a positive learning environment, including patience (11%). Therefore, jointly the students and teachers rated enthusiasm, respect/concern for students, and patience as the outstanding characteristics of these effective, untrained, part-time teachers of adults. Nine (33%) of the teachers cited the same outstanding teaching characteristic or practice for themselves as was cited by their students. These effective teachers had spent many years studying and learning the knowledge for the

topics of their course. Some stated that their knowledge had come from their occupations; others, from hobbies.

Several findings focused on teacher reflection. Nine (33%) of the effective teachers could reflect upon an incident providing the background as to why they felt that respect/concern for the student was vital to effective teaching performance. Six effective teachers (22%) said that they believed that an aspect of having respect and concern for students was actively listening to students. Time and time again the teachers shared how they had reflected on their own teachers as models for teaching. Especially those teachers who were cited by their students as enthusiastic had visualized their own teachers for the purpose of modeling after them. The teachers reported their thought processes as they had considered what was necessary to refine their skills once they began teaching. The majority of the background incidents reflected on by the teachers occurred to them either as students themselves or as teachers in the classroom. Thirteen teachers could relate specific incidents that taught them teaching techniques. Five of the thirteen reported that they had learned particular effective teaching techniques as students. The other eight reported learning important techniques as teachers seeking to improve their effectiveness in the classroom. They knew they were better teachers than they had been at first. All except one (92%) of the teachers said they that they were aware that they were effective teachers. Thirteen (about 50%) could identify goals for pursuing new and different teaching or professional responsibilities. All 27 teachers said that they enjoyed teaching.

A finding, discovered from researching untrained teachers of adults both from the perspective of adult education occurring in the local community and occurring nationally, dealt with the availability of information. Although educational opportunities through nonschool and quasi-educational organizations were prevalent, current information and data on quasi-educational organizations in Great Falls, Montana, in particular, and throughout the nation, in general, were largely unavailable or out of date. Calvert wrote, "More studies of various [nonschool] provider areas are needed to fill data gaps and to permit more accurate estimates of the volume of training and education" (Calvert, 1985, p. 4).

Conclusions

This study reaffirms that the field of adult education is so practice oriented that what the experts are advocating parallels what effective teachers and students in the study noted regarding effective teaching practices.

The untrained teachers of this study had the following characteristics that experts cited as paramount for effective teaching: enthusiasm, respect/concern for students, knowledge, and patience as an aspect of creating a positive learning environment for students. When teachers strive to evaluate their own teaching characteristics and practices, they should begin by considering their enthusiasm for teaching, their sincere concern for students, and their patience with adults.

One characteristic to be considered when selecting effective untrained teachers of adults is enthusiasm for the subject and for teaching.

The characteristics most frequently addressed in the student surveys as an outstanding characteristic of their effective teachers was enthusiasm. All teachers should continually evaluate their true enthusiasm for teaching and for working with others. They should ask themselves whether they look forward to each class session and emulate the actions characterized by an enthusiastic teacher.

All the teachers in the study said they liked to teach. Enthusiasm for sharing a particular topic or skill can be infectious. Because of enthusiasm, the teachers better prepare and enter the classroom not only relaxed but also eager to delve into the topic. As a result, the students are relaxed and can be themselves as they learn. Because teacher enthusiasm is such a strong component in student learning, those who interview prospective teachers should determine whether the applicant truly enjoys being a facilitator of adult learning and can communicate enthusiasm.

A way to select effective teachers is to determine whether they have respect and concern for the individual student.

Eleven (40%) effective teachers in this study cited concern for students as their most outstanding characteristic. They talked about how they gravitated toward students who were having difficulties, how they understood the complications of attending classes while working full time, how they themselves learned from students, and how they listened to questions because that was the way to learn what mattered to students the most. Teachers should be given opportunities to personally evaluate

whether they show respect and concern for students by proactively listening to students, striving for positive adult-to-adult relationships with students, and assisting students in being successful at meeting their goals for enrolling in a learning activity. This evaluation strategy can also occur in professional development activities.

Concern for students is extremely difficult to analyze during a job interview because new untrained teachers often are unable to perceive what feelings are projected and what actions should take place when concern for students is evident in the classroom environment. However a question such as "Give three reasons you have chosen to apply to teach this class" will generate telling responses. If the interviewee refers to students in two of the three responses, chances are greater that this person can reach out to others.

Teacher self-assurance may provide the foundation for the six characteristics and practices of effective teachers.

The model developed for this study was utilized to clarify that effective untrained, part-time teachers of adults provided a worthwhile learning experience when they (a) were enthusiastic about the subject and about teaching, (b) showed concern for students as learners and respect for them as adults, (c) created a positive learning environment, (d) had knowledge of the subject and methods for teaching the subject, (e) were prepared and organized for teaching responsibilities, and (f) presented in a clear, simulating classroom style. Twenty-six of the 27 teachers said they knew they were effective teachers, thus revealing an underlying self-assurance that enhanced all that they did. Combs et al. (1974) pointed out that "it is only

when persons feel fundamentally adequate that self can be transcended and attention given to the needs of others. Inadequate persons cannot afford the time and effort required to assist others as long as they feel deprived themselves" (p. 5). Because the teachers in this study felt self-assured about themselves and about their teaching practices, they had been freed of self-intimidation so they could be enthusiastic about the subject and about teaching. They could feel confident with their knowledge and ability to explain it to others, and they could create a positive learning environment and have concern for others. Further research study could confirm the relationship of self-assurance to the enhancement of the major practices and characteristics of effective, part-time, untrained teachers of adults.

Modeling after other effective teachers is one strategy these untrained teachers utilized to provide students with a worthwhile learning experience.

M. Dale Alexander, a New Mexico State University chemistry professor who received the Westhafer Award for Teaching in 1985, wrote, "If I am a good teacher, it is to a large extent because over the years I was fortunate to have a great number of excellent teachers, all of whom have been an inspiration to me" (Thomas & Ferguson, 1987, p. 33). Conti and Fellenz (1988) discovered, "From the quickness and clarity of student responses, it was apparent that the students can effectively identify the characteristics of those that they consider quality teachers. They are equally adept in recognizing those who hinder their learning" (p. 96). The effective teachers in this study also remembered excellent and poor teachers from the past. It is still unknown why these teachers modeled themselves after effective teachers and

less successful teachers fail, for some reason, to utilize the modeling technique. Future study is required to determine why modeling is successful for some and not for others. Professional Development should take advantage of the concept of teacher modeling because this is a natural method for assisting teachers to be cognizant of effective teaching behaviors.

The practice of reflecting on teaching leads to effectiveness.

With an average of only two years of experience and with one teacher having taught only two months, the teachers in this study were self-directed in discovering the skills for teaching. Interview data for this study indicate that the effective teachers in this study reflected in a very natural way on how learning should occur in the classes they taught. Reflection, a natural undertaking, is poignantly expressed by Brady (1995) whose personal reflection on the book *Black Elk Speaks* was penned with these words:

> Truth rises up from the depths of the human soul and becomes conscious, becomes image, and if nurtured, grows into vocation. We learn great matters by first emptying our mind, listening, trusting, and once we understand its nature, walking the vision into the world and sharing it with others. This deep learning happens from the inside out. (p. 7)

People can internalize problems and situations and reflect on what has or has not been successful to determine a future course of action. The teachers in this study often cited examples of reflecting on their own teaching practices, behaviors, and techniques, such as the appropriateness of story telling during class time, the best sequence for their classes, the role of the teacher, the difference between being

skilled and being able to teach that skill, and the importance of an awareness of their students' body language. As Schön (1987) described with the "Reflection on Action" and "Reflection in Action" theories, the teachers in this study acquired new knowledge about teaching by reflecting on the events of the classroom to understand and remember what was effective. Understanding how to measure the merit of reflection is a question to be evaluated in a future study.

Through reflection teachers have an awareness of the areas where they have outstanding teaching expertise.

In this study one-third of the teachers cited the same outstanding effective teaching characteristic or practice for themselves as was cited by their students. This suggests that many teachers know where they do well and, possibly, where they can improve. To teachers, it means that they can rely on self-knowledge for evaluating themselves as to their own effective characteristics and practices. To an organization sponsoring professional development for teachers, this would indicate that needs assessments can, indeed, reflect the areas where teachers need opportunities for further investigation.

Many teachers in this study reported learning to teach by two methods: (a) reflecting on their own learning experiences in many environments, especially those of being a student, and modeling after other effective teachers they themselves had known and (b) experiencing what they had planned and implemented in the classroom and then reflecting upon whether it had been effective for the students. Brookfield (1986) and Freire (1970) described *praxis* as the process of exploring new

ideas, knowledge, and skills in one's experience and background and then following the exploration with action that utilizes the new information. Once the action occurs, reflection on the information and action determines new plans for action for that individual.

Effective teachers concluded they preferred not to lecture.

The effective teachers in this study had discovered for themselves that students learn best by being active participants in the learning activity. They recommended the methodologies of practicing the skill or utilizing discussion. They liked a workshop atmosphere where the students are involved in activities. One teacher made the point, "When a guy lectures for any length of time, he really doesn't know if he got the information across." Having never taken a college methods class for teaching but instead utilizing the experiences they had had, the teachers in this study still came to the conclusion also recommended by Brookfield (1986) and other leading figures in adult education that lecture continues to be an ineffective method for teaching adults in most situations.

Effective adult education teachers' ability to relate practical experience makes learning for students more relevant.

In his book, *How to Teach Adults,* Draves (1984) quoted Loretta Lynn, the country-western singer, who said that "not all learning comes from books, you have to live a lot" (p.61). This quote rings true for the teachers in this study. The mean age of the effective teachers was 46. Most of the teachers were in their late 30s, or 40s

and early 50s. What is more important is that these teachers had, over the years, honed their skills and expertise in certain areas. For instance, the bridge teacher played bridge several times a week and took part in regional meets, the quilting teacher attended national quilting shows and had been quilting for 25 years, and the aviation teachers had been pilots during their military careers. Once that comfort is gained, many want to share the expertise by becoming teachers.

When adult education agencies fail to interview individuals for teaching positions, they overlook an important opportunity to inform and guide the individual toward more effective facilitation.

The statement made by Maher and Effen (1978) that part-time teachers are frequently hired without an interview may still have substance. Less than 50% of the teachers in this study were interviewed, and only six (28%) had participated in a formal interview. Job interviews provide an opportunity for the institutions to guide the individual. It sets a specific time for the representatives of the institution and the prospective teacher to discuss the mission of the institution and to decide whether the teacher is comfortable with that mission.

Effective teachers may find ways to teach but are unaware of the vast opportunities in adult education.

Plato wrote, "Those having torches will pass them on to others." Very few of the teachers received their major source of income from teaching; therefore, their motives for teaching appeared to be other than income. That some people naturally

enjoy teaching became apparent to me as I visited with the effective teachers. When I went to the fly tying teacher's place of business to interview him, customers came and went as we talked. One gentleman, who was definitely a novice, came in to purchase a fishing vest. I was intrigued with what occurred during the sale. The fly tying teacher not only sold the fishing vest but also taught the customer how to wear one. That incident led me to wonder if effective teachers teach wherever they are, and they are drawn to opportunities to teach--be it formal or informal situations.

However, these effective teachers of adults did not appear to have an awareness of the broad spectrum of possibilities for teachers. Less than 50% of the teachers in this study had future teaching goals. Those who had goals spoke of teaching activities such as taking part in creating a children's museum, teaching home economics in the parochial schools, and moving from accounting into a management course. Perhaps so few had further teaching goals because as teachers of noneducational organizations they are isolated from other educational activities. Professional development where teachers come together to discuss not only their teaching but also the myriad of opportunities in adult education may give teachers the information and awareness of how they could further become involved in education.

Resources for providing assistance to the teachers of quasi-educational and noneducational organizations come from unexpected areas, thus leaving gaps in resources utilized.

Two of the teachers talked about speech classes while another talked about taking part in high school musicals as having a positive effect upon their teaching. As a result of having completed classes in speech and drama, these untrained teachers of adults felt comfortable as facilitators of learning. Experience in presenting in front of others may be helpful to those who plan to teach adults.

Three of the teachers referred to the student as the customer. The concept of first identifying an organization's product or service and then striving to provide a quality with that product or service to the customer is fairly new to education. However, to those who have their major careers in business, Total Quality Management (TQM) has been a buzz word for the last 15 years. The effective teachers from the world of business translate TQM into an educational context. To them, it means being available for students and utilizing methodologies in the classroom that enhance learning for that particular group. It also translates to providing learning opportunities at non-traditional times held in locations convenient to students. These concepts are helpful to teachers as they decide what is best for students.

However, gaps in providing assistance to teachers and agencies of quasi-educational and noneducational organizations remain. Statistics and documentation on community-based education appear to be lacking in the journals and with the

Department of Education. Because educational opportunities from quasi-educational and noneducational organizations, whether for profit or non-profit, are frequently considered other than educational, because the people who facilitate them do not consider themselves teachers, and because the organizations offering learning opportunities may not consider themselves sponsors of learning, this element of adult education is being overlooked and remains largely undocumented. Information and data are needed, especially, on education offered by associations, business and industry, home study and private instruction, labor unions, libraries, and museums (Calvert, 1985).

Recommendations

Interview Applicants for Teaching Positions

All teachers, even part-time teachers, should have a formal interview before taking on the responsibilities of teaching for a particular organization. Less than half of the part-time, untrained teachers of adults were even informally interviewed, and a formal interview occurred far less frequently. This hasty and haphazard hiring process could betray an attitude to part-time teachers that mediocrity is acceptable in fulfilling their responsibilities (Maher & Effen, 1978). Even if individuals have never taught, the interview sets the tone for not only what the agency expects to occur in a worthwhile learning experience but also what the agency can do to guide that teacher toward effective facilitation. Interviewers should consider the interview itself a learning experience for the individual whether or not the teacher is experienced and should consider themselves as facilitators of the learning experience.

Prepared open-ended questions should be part of the formal interview. The questions chosen by the interviewers should be beneficial in determining if the candidate has acquired the outstanding teaching characteristics identified in the findings of this study. The following are example questions that may provide a means for determining whether the individual has the characteristics and practices to provide a worthwhile learning experience for students:

1. What is your background as it pertains to teaching a class in _____? (This question probes for knowledge and real-life experiences.)
2. From your experiences either as a student or as a teacher what is the best method for teaching you have encountered? (This question probes for this individual's predominate teaching style.)
3. Name ways that you show enthusiasm **for the subject** to adult students. (Although enthusiasm is often evident intrinsically, this question says to the individual that the institution believes that enthusiasm is part of teaching.)
4. Name ways that you show enthusiasm **for teaching** to adult students. (This question continues to strengthen the idea that enthusiasm is important and brings focus to the teaching process. It may also produce examples of past behavior.)
5. Give an example of how you would teach adults for a class session. (This question guides the discussion in the direction of adult learners in relationship to the activities the teacher chooses to support learning. It might also spur a discussion on the sensitivity of adults when they are learning something new.)

6. Talk about the general difficulties that adults have in learning. (This question focuses on the teacher's concern for students and the characteristics of the adult learner. A follow-up question might be "Do you consider yourself a patient person, and if so, give an example of a time you were patient.")

7 What do you do to determine that students are learning? (This questions probes for an awareness that an assessment should occur during the learning unit. It also reveals whether teachers take responsibility for student learning.)

8. What do you do if one student is having difficulties with some concepts of the course? (The answer to this question will indicate concern for the student and will make the teacher responsible for doing what she or he commits to in answering this question.)

9. Why do you want to teach this course to adults? (Teachers in this study talked about sharing what they know, seeing others succeed, having a sense of accomplishment, enjoying being in the classroom with learners, learning themselves, and meeting new people. It might also determine whether the teacher respects students as equal adults.)

10. What do you do to get ready for a class? (This question determines the organizational style of the teacher. It also provides a commitment of the teacher to being prepared while, possibly, providing a window to this teacher's reflective practices.)

The interviewers should be looking for past behavior patterns as predictors of future behavior (Knapp, 1992) while giving the interviewees the opportunity to reflect upon their experiences in education and to consider their future role as teachers of adults.

In addition, the teacher should be asked to prepare a 15- to 20-minute lesson to be delivered to the interviewers (Knapp, 1992). Observing candidates not only determines teaching ability; it may also be an opportunity to analyze what professional development activities would be helpful if the teacher were hired.

Provide Professional Development

Apps (1991) identified two myths often cited in discussions concerning teachers of adults as "Teachers are born not made" and "Only those teachers with proper teaching credentials should be allowed to teach." Instead of relying on these myths that are neither true nor false, Apps (1991) believed, "We can improve ourselves by reading and listening and reflecting on our experiences. . . . I am quite convinced that additional information and training can assist teachers to become better teachers, but the credential alone does not make the difference between good and bad teaching" (p. 19).

The findings of this study indicate that at the point the teachers in this study were interviewed they had reflected on and modeled their teaching after former effective teachers. They had also reflected on their own teaching and had made judgements about what they felt was important to student learning. Continued growth will most likely occur if they continue to use these strategies. However, they will grow as effective teachers more quickly when they are afforded opportunities to

take part in group reflection on practice where they explore and study with others about adult education. Furthermore, fewer than half of the teachers had future goals in teaching. Perhaps this is because they teach in isolation from other teachers and from exposure to new opportunities that might exist for them. Besides the opportunity to talk and reflect with others on the many aspects of teaching adults, teachers may benefit from an awareness of the opportunities for teacher growth through the utilization of a graphically illustrated professional development web for adult educators like the one I have developed in Figure 1.

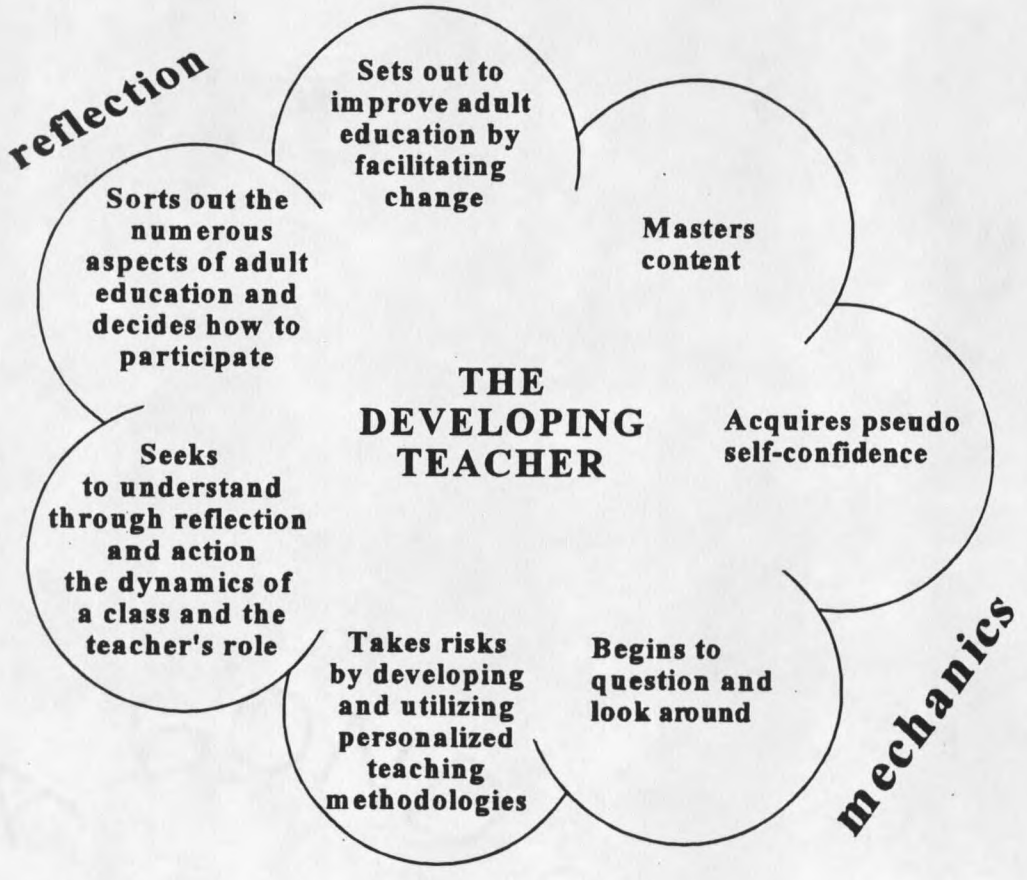

Figure 1. Professional Development Web.

Professional Development Web. Part-time teachers--or full-time teachers, for that matter--move through their teaching careers in a series of phases as labeled in Figure 1. They may move through the phases sequentially, but they are usually involved in several phases at a time or may move back and forth from phase to phase. It is also possible for them to skip a phase. Those who have been recently hired for their expertise and are teaching for the first time spend much of their time trying to decide what text to use, what content to cover, what methodologies to employ, and what guidelines to follow in evaluating student performance. Even when the course outline and structure have been written and provided by a lead instructor, many first-time teachers are intently involved in how to get through the next day's class. This initial period in a teacher's career is termed Phase 1 in an individual's development as a teacher. Any time mature teachers begin working in a new subject field, they may move back into this initial phase of mastering content; however, it is a shortened phase for them because they know the short cuts and already have developed models for researching the topic, implementing teaching strategies, and evaluating student performance which may transfer to the new content.

Once teachers have the file drawer almost filled with handouts, tests, supplementary book lists, and other teaching-related materials, they may look at what they have done and say, "I **can do** this thing call teaching." This is called the pseudo self-confident phase. Some may remain at this level, identified as Phase 2, and perhaps will require some nudging to move on; however, many start looking around on their own. At that time they seek out a model teacher to mentor them, they ask

other teachers for suggestions on how to teach a particular concept, and they look for opportunities to discuss teaching and students. They realize that they must look beyond themselves as teachers to grasp what is required to facilitate student learning. These teachers are well into Phase 3, and those part-time, adult education teachers who are isolated from other teachers but yet are in this exploration phrase of growth may welcome the opportunity to be able to ask questions and verbalize their concerns during professional development sessions.

The fourth phase finds teachers taking risks in the classroom. They are willing to be honest (Eble, 1988, p. 209) with students; they are comfortable with saying, "I don't know." From experience they realize that the classroom becomes more alive when students are involved in actively learning and practicing their skills and knowledge. These teachers try different methodologies that are usually quite successful while at other times turn out to be weak and ineffective. They become adept at making the judgment about what is an effective learning activity. "What am I doing right--or wrong in the classroom, and why?" they ask themselves. They use a critical thinking phenomenon that Schön (1987) labeled as "Reflection-in-Action." This is a time when individuals think critically about their tacit, spontaneous actions because some surprise or change occurs in what they normally do. As a result of the surprise, they begin to analyze the thinking that got them into the situation or opportunity, and they may, in the process, restructure strategies of action, better understand the phenomena, or invent new ways of framing a problem (Schön, 1987). In other words, teachers in Phase 4 make changes during the course of the teaching

itself by recognizing the need for the change, deciding what to do, and then making the adjustment.

After working with numerous classes, a Phase 4 teacher begins to realize that students learn in jumps and plateaus and move to higher or more insightful levels with every burst of learning. It becomes noticeable to them that learning facts and details is an initial level of learning while evaluating what they have learned in the context of their environment and experience lies at a more difficult level of learning (Bloom, 1956). These teachers begin to reach out to students and recognize each one for his or her talents, needs, and goals.

Pratt (1989) combined the concepts of Phases 1, 3, and 4 of the professional development web into what he called Mastery of Skills and Procedures, where three kinds of knowledge were pertinent for effective teaching: knowledge of content, knowledge of adult learning principles, and knowledge of procedures and routines that correlate with successful adult learning. What is important for the part-time teacher to realize is that there can be more to teaching than preparing for and teaching their classes. They must constantly evaluate where they are in their own development as a teacher. Unless teachers move forward, a staleness moves in and frequently affects what that teacher has already learned and does well in the classroom.

As teachers mature and become self-assured with their roles as teachers during the first four phases of their development, many will wonder whether there might even be more to learn about adults and adult learning. As a result, many seek

to understand the dynamics of the classroom and the teacher's role in facilitating it. A classroom setting is always unpredictable. The effective teacher must be able to anticipate learners' common conceptions, misconceptions, difficulties, and motivational orientations while offering the opportunity to explore subject matter at the learners' level of thinking and vocabulary (Wilson, Shulman, & Richert, 1987). The teacher at this level is reaching out to each student. Pratt (1989) classified this level of teaching skill as Clinical Problem Solving. The teacher at this level strives to be consistent, thus providing a learning framework that students depend upon, but also adaptive in unpredictable situations.

With satisfaction that they have some of the answers to these questions, teachers easily move into Phase 6. "What are the philosophical foundations of adult education? What agencies in this community are involved in adult education? Where do I get more information about adult education, and how do I get involved?" they ask. When teachers begin to consider the relationship between social and cultural values and the dynamics of the classroom, they have moved to the level of professional development where they are sorting out the numerous aspects of adult education through reflection and deciding how to participate. Pratt (1989) labels this level of development Critical Reflection on Knowledge and Values.

Brockett (1991) called Phase 7 in which an educator searches for and determines how he or she wants to be identified as an adult education professional as "finding one's voice " (p. 11). Involvement may lead to deciding what can be improved and what can be done to facilitate change. Involvement in the whole

sphere of adult education from teaching to effecting change is the final phase of professional development.

The seven phases illustrate the progression of teacher development from those who are attempting to survive through the next day's lesson to those who ultimately effect change in some aspect of adult learning. Some teachers peak out in their development at Phase 2, but many move through the phases once or several times.

Even if individuals have a natural inclination toward teaching and they grow up in an environment that fosters qualities needed by teachers, teachers will always profit by professional development activities if for nothing else than to show them that what they are doing is right. Furthermore, professional development lessens time for learning and for internalizing attitudes about teaching because of the opportunity for group reflection, which is advantageous to each member of the group.

Require a Course in Andragogy for All College Graduates

Colleges and universities should recognize that the people they are graduating will become facilitators of learning for our society. For example, 17 (62%) of the untrained teachers in this study had earned at least a bachelor's degree. Bailey (1976) on the occasion of the nation's bicentennial wrote a monograph on school reform. In addition to the reform of the K-12 system, Bailey suggested a new role for colleges and universities. He urged that all those associated with higher education keep in mind that college- and university-trained people in all disciplinary and professional fields will constitute society's basic cadre of teachers.

> Higher education's most significant service may well be that of inculcating in the minds of future doctors, engineers, lawyers, scientists, accountants, social workers, business executives, politicians, journalists, and reformers that they, not just graduates of schools of education, have the obligation and opportunity to be lifelong teachers." (Bailey, 1976, p. 111)

These individuals will be teaching others informally--whether as supervisors on the job or possibly as doctors prescribing effective measures, or as volunteers fulfilling a variety of capacities. Not all people are like the fly tying teacher in this study who naturally taught whenever he had expertise; therefore, awareness of how to fulfill future responsibilities may be required. Bailey (1976) wrote:

> Those with advanced training and education have a special pedagogic [andragogic] responsibility. In general, most of the improvements in the informal educative instruments in the American society (TV, radio, museums, libraries, union apprenticeship programs, professions, industry, government, publishing houses) will depend heavily on the creative contributions of those who have had the advantage of a college or university education. (p. 112)

It is recommended that a study be done to determine whether graduates are, indeed, put in the position to teach, train, or mentor others. If that is true, the next question to ask is whether graduates are coping with their teaching responsibilities and, if they are, where they have learned skills to teach, train, and mentor. An outcome of these studies may be that college graduates are not coping as well as they would like, and a required college course in the principles of andragogical practice for all degree-seeking students would provide knowledge for effective facilitation. Because of the information explosion and the advancement of technology, all college programs are pressing the limit to what can be learned by students in eight semesters at the baccalaureate level. It may be necessary to

incorporate this information into the curriculum by adding a unit into the program's survey course or by offering a workshop for students. In time, graduates will report what was most useful, and if these units and workshops in adult education are beneficial, information on effective facilitation of adult learning will find its way permanently into the curriculum.

Research and Document Adult Education Occurring in Communities

If Great Falls, Montana, is representative of other communities, there are many adult education opportunities occurring in every community of this country.

> The total number of persons served by traditional educational institutions (ranging from pre-school to adult education) was around 80.4 million in 1984. By contrast, an estimated 151.5 million may receive training each year through "nonschool" organizations. (Calvert, 1985, p. 4)

Yet, documentation of these learning opportunities is sparse because they are short-term, taught by people who do not consider themselves teachers, and--at times--not thought of as education.

Several organizations seek to provide services to the many nonschool entities offering adult education. The American Association for Adult and Continuing Education (AAACE), with affiliate organizations in many regions and states, attempts to serve teachers and administrators of Adult Education programs in this country but may not have connected with many of the agencies unattached to colleges, universities, and public schools. The LERN organization, administered by adult educator William Draves, attempts to speak to community-based and "nonschool"

adult education teachers and agencies through commercial newsletters and materials. Presently, this for-profit agency is striving to be a central information service center for community-based and "nonschool" organizations through the world-wide web. Additionally, The Learning Exchange (TLE) was developed in Evanston, Illinois, to connect people who want to teach with those who want to learn on an individual basis. Since the development of this original Learning Exchange, others have been developed on the same model. This service, which serves as a wonderful program for adult education, is open to anyone despite age or educational background. However, the services of Learning Exchanges, the AAACE, and a small for-profit company are not enough. Learning opportunities occurring in communities other than colleges, universities, and public schools should be described, documented, and researched to provide a record of such learning activities. There is also a need to provide the following services to these organizations and agencies: (a) statistics on aspects of community-based and "non-school" education for each individual community, (b) data bases listing agencies across the country providing training and information that can be interconnected, (c) materials on techniques for effective facilitating, (d) professional tips for being effective with particular subjects, and (e) basic information on teaching adults effectively (see example in Appendix F). While making an impact, community-based and "nonschool" education is a force in our society that is occurring haphazardly by different organizations and agencies without assistance. If data were gathered and disseminated--such as on the internet--by an organization knowledgeable in the principles of adult education "to

enhance the educational dimension of . . . activities" (Brookfield, 1986, p. 159), many agencies would take advantage of the information provided.

Summary

In the foreseeable future, resources for adult education will be limited; however, the demand will grow. Because of the market, colleges and universities will take a greater interest in adult learning other than that which occurs right on campus and will often utilize telecommunications and electronic delivery for access to adults throughout the nation and the world. Multimedia technology will provide wide opportunities for sophisticated presentations, which may or may not also employ the adult learning principles discovered as effective tools for helping adults learn. Adult education will also continue in the private sector and in the local community. Emphasis will be placed on adult learning for purposes of entry-level employment skills, upgrading of job skills, for knowledge, and for personal and recreational reasons.

Large companies will continue to support the concept of the learning organization because quality and efficiency demand a thinking, empowered workforce. Instead of hiring a training staff, companies will have an education department that will broker with agencies when a specific need arises. Though research has proved that people learn best in short sessions, training will continue to occur in marathon one-to-three-day sessions (Shaw, 1995). Colleges and universities will increase their interest in these training activities occurring in the workplace

because of the market. Community colleges, which have a history of working with industry, will continue to place emphasis on this kind of training.

As a result, the adult education teacher with specific skills will continue to be in demand. Colleges and universities and other adult learning agencies will take positive steps to advance their competencies in contracting procedures, personnel hiring procedures and polices, professional development activities, curriculum development, and outcome assessments. Adult education agencies, as well as teachers, will be expected to know how adults want to learn a specific skill or knowledge. They will utilize this knowledge in hiring, mentoring and providing professional development for their teaching staff.

This qualitative research study attempted to provide answers to questions that supervisors, hiring agencies, and teachers themselves have about effective untrained teachers of adults. In doing the research, I discovered that not only the experts but also the teachers and students in the study further confirmed that effective teachers have (a) enthusiasm for the subject and for teaching, (b) respect for the students as adults and concern for them as learners, (c) the skills to create a positive learning environment, (d) an ownership of knowledge in the subject field and methodologies for teaching the subject, (e) the incentive to arrive prepared and organized for teaching responsibilities, and (f) the ability to be clear and stimulating in their classroom style. Additionally, I observed that teachers have an awareness of the areas where they are the most effective. Some may realize that they demonstrate enthusiasm while others may know they are exceedingly patient with students. The

effective teachers in this study remembered their teachers from high school and college and often attempted to model those who were effective as teachers. Additionally, the effective teachers were reflective about many aspects of their teaching. However, these findings, conclusions, and recommendations are only a segment of what any untrained, part-time teacher, supervisor, or administrator would like to know about untrained effective teachers of adults. Future studies could further refine what effect teacher self-assurance has on the six practices and characteristics of an effective teacher. Studies could further describe the process of reflection as it pertains to effective teaching. This case study has laid only the foundation for the understanding of how untrained, part-time teachers learned to be effective teachers of adults.

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APPENDICES

APPENDIX A

LETTER TO SUPERVISORS

EFFECTIVE TEACHER SELECTION FORM

August 15, 1994

FIELD(1)
FIELD(2)
FIELD(3)
FIELD(4)

Dear FIELD(5):

As the Coordinator of Continuing Education at the MSU College of Technology--Great Falls (formerly Great Falls Vocational-Technical Center), I am vitally interested in providing adults with a worthwhile learning experience whenever they are involved in any adult learning activity. I am particularly interested in how teachers have learned to effectively facilitate that learning. As a result, I plan to focus on how individuals become effective adult educators outside the formal training process for my doctoral dissertation research. That is where you--as the supervisor of one facet of adult education in this community--can advise me.

I am seeking names of excellent teachers who have learned to be effective adult educators on their own. These teachers should have provided students with a wonderful opportunity to learn. To meet the criteria of the research, these teachers should not be college prepared for the profession of education, although that doesn't mean they can't have attended college or have college degrees. They should be working--or volunteering--as a teacher only part time.

If you supervise teachers who qualify and who would be willing to participate in this research study, would you please share their names with me? To meet the criteria of the study, they must be planning to teach a workshop, seminar, or course for adults of eight hours or more to at least five adults either as a volunteer or a paid employee during the next six months.

To recommend a teacher, please fill out and return an Effective Teacher Selection Form for each teacher you wish to recommend. Send to the address below or call me at 771-7140 during the day or 453-7771 during the evening. My home number has a recorder for leaving a message.

Thank you for putting thought to this research problem; I eagerly look forward to hearing from you.

Sincerely,

Suzanne Waring
313 - 25th Avenue South
Great Falls, MT 59405

Enclosure: Effective Teachers Selection Forms and a pre-stamped, self-addressed envelope

Effective Teacher Selection Form

Teacher's Name: _____

Address: _____

Telephone number: _____

Organization where individual teaches: _____

Name of course the individual teaches: _____

The initial meeting date of the next course: _____

The length of course: _____

Selection Criteria: This teacher:

1. Facilitates workshops, seminars, and courses for adults;
2. Is not educationally prepared as a teacher;
3. Has never taught full time;
4. Plans to teach a workshop, seminar, or course of at least eight hours in the next six months to at least five adult participants;

As the result of student feedback, you consider this teacher to be highly effective because he/she is:

1. enthusiastic about the subject and about teaching;
2. student oriented;
3. knowledgeable of the subject and methodologies for teaching a particular subject;
4. a creator of a positive learning environment;
5. prepared and organized for teaching responsibilities;
6. clear and stimulating in his/her classroom style;

Your Name: _____

Title: _____

Address: _____

Telephone: _____

Organization: _____

APPENDIX B

LETTER TO THE TEACHER

TEACHER ACCEPTANCE FORM

August 15, 1994

FIELD(1)
FIELD(2)
FIELD(3)

Dear FIELD(4):

Your supervisor has recommended that I contact you to learn more about you as an adult educator. I am currently researching how individuals become **effective** adult education teachers for my doctoral dissertation and your reflections would provide beneficial information for this study.

Would you be interested in participating in my doctoral research study? Before you say "yes," you will want to know the activities you will be involved in and the amount of time it will take. The criteria of the study requires your involvement in the following ways:

1. During the next three months you will need to be teaching a workshop, seminar or course of at least eight hours with at least five participants.
2. When the workshop, seminar, or course is at least one-third completed, I would like to visit the class to survey you and your students. The survey will ask about the characteristics and practices of teachers that both you and your students consider important in providing an effective learning experience. This should take approximately 20 minutes of class time. The individual student surveys will remain confidential.
3. Some of the teachers will be targeted for further interviews and one additional questionnaire. You may or may not need to participate in this part of the research.

That is it. I am enthusiastic about the study and hope that you feel you have the time to join me in this endeavor.

Today, like never before, adults are seeking education and training from the agencies in our community. As the Coordinator of Continuing Education at the MSU College of Technology--Great Falls, I have a strong interest in what makes that learning experience for an adult worthwhile. I am especially interested in the role the teacher takes in that learning experience.

Please, return the enclosed form if you can take part in this activity. Also, if you have questions, please call me at 771-7140 during the day or 453-7771 during the evening.

Thank you for your consideration of this research. I look forward to hearing from you.

Sincerely,

Suzanne Waring
313 - 25th Avenue South
Great Falls, MT 59405

Enclosure: Teacher Acceptance Form and self-addressed, pre-stamped envelope

Teacher Acceptance Form

Name: _____

Address: _____

_____

Telephone: _____

Yes____ No____ I facilitate workshops, seminars, and courses for adults for the following agencies:

_____

_____

_____

Yes____ No ____ It is correct that I am not educationally prepared as a teacher.

Yes____ No ____ It is also correct that I have never been a full-time teacher.

Yes____ No ____ I plan to teach a workshop, seminar, or course of at least eight hours in the next six months to at least five adult participants.

The following dates and times indicate when my course would be at least one-third completed and would be a convenient time for you to visit the class to ask students to complete surveys: __

_____

_____ _____

Signature Date

APPENDIX C

STUDENT SURVEY

STUDENT SURVEY

Please rate the teacher of this course by responding to the questions below. Your answers will remain confidential.

I do _____ or do not _____ believe that the instructor of this course is providing an effective learning experience for me.

What does your teacher do or say to show that:

1. He/She is enthusiastic about the subject and about teaching.

2. She/He is student oriented?

3. He/She is knowledgeable of the subject and methodologies for teaching this course.

4. She/He creates a positive learning environment.

5. He/She is prepared and organized for his/her teaching responsibilities.

6. She/He has a clear and stimulating classroom style?

The most outstanding characteristic or practice of this teacher is

_____

APPENDIX D

TEACHER SURVEY

TEACHER SURVEY

What do you do or say to show that:

1. You are enthusiastic about the subject and about teaching.

2. You are student oriented.

3. You are knowledgeable of the subject and methodologies for teaching this particular subject.

4. You are a creator of a positive learning environment.

5. You are prepared and organized for your teaching responsibilities.

6. You have a clear and stimulating classroom style.

My most outstanding characteristic or practice as a teacher is

_____.

APPENDIX E

INTERVIEW FORM

Date _____

Location_____

Effective Teacher Interviewing Form

Your supervisor and your students have confirmed that you have provided an effective learning environment for adults. For this research study I would like to know how you learned to become an effective teacher. Would you please complete the following questionnaire:

Name _____

Address _____ Telephone_____

Gender M___ F___ Age _____ Months Teaching Experience_____

Are you a paid employee ___ or a volunteer___ for this workshop, seminar, or course?

Number of courses previously taught _____

Description of Previous Teaching Experiences _____

_____

How many hours do you teach a year? _____

Major Occupation _____

_____

_____

What was the highest year of formal education or degree obtained? _____

Description of formal education: _____

_____

Agency teacher contracts with _____

Your students say that you are extremely effective because you

_____.

How did you learn this?

You stated that you think you are effective because you

_____.

How did you learn this?

How did you learn to present new information clearly so that students could understand?

What is it about teaching that makes you like it?

Do you think of yourself as an effective teacher?

You said that you did _____ to be enthusiastic. How did you learn this?

You said that you did _____ to show concern for the student. How did you learn to do this?

You said that you did _____ to be knowledgeable of the subject? How did you learn it was necessary to do this?

You said that you did _____ to create a positive learning environment? How did you learn to do this?

You said that you did _____ to be prepared and organized for your teaching responsibilities. How did you learn to do this?

You said that you _____ in order to have a clear and stimulating classroom style. How did you learn to do this?

I give my permission for Suzanne Waring to use the data I have shared with her either from this questionnaire or from surveys and interviews in a study on effective, untrained, part-time teachers of adult learners. I also understand that the student survey will remain confidential.

_____ _____

Signature Date

APPENDIX F

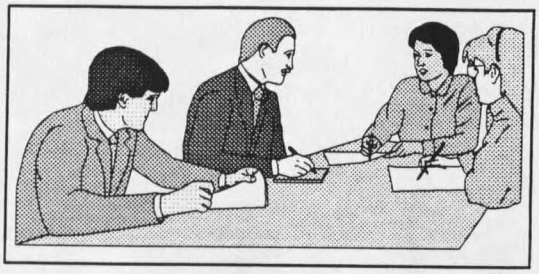
EXAMPLE INFORMATION SHEET

FOR TEACHERS OF ADULTS

IN COMMUNITY-BASED EDUCATION

EFFECTIVE TRAINING--

THE ART
PASSING IT ON



Recently I was in a fishing equipment store to interview the owner. When a customer came into the store, the owner went to wait on him. Apparently, the customer was new to our area and he was interested in going fishing and wanted to buy a fishing vest. The owner showed the customer several vests and among them the customer picked one out for himself. At that point something very interesting happened. With a few questions the owner discovered that this gentleman had never gone fishing and didn't know how to wear a fishing vest. Now, to me, if you have a vest and want to wear it, you put it on and zip it up and away you go. Not so! Both the customer and I were taught that the proper procedure for wearing a fishing vest is wearing it unzipped.

This little scenario that lasted less than five minutes reminded me of something that happened years ago. During my college years, I worked in one of those souvenir shops where tourists love to browse. One of our wares was a cheap western hat--which was a favorite item purchased by tourists when they vacationed in the West. All of us sold those hats; however, one of the sales ladies always added a component to her sales. She taught everyone who bought a western hat from her how to wear it like the cowboys do. She would actually take them over to the mirror and talk them through the positions that were acceptable and those that were not. She also showed them how to shape the hat.

Like this sales lady and the owner of the fishing equipment store, some people are natural teachers; it is within them to help others learn. However, with just a little reflection, all of us can be teachers and trainers. Plato wrote, "Those having torches will pass them on to others." All of us can pass our expertise on to others. This is a way it can be done. . . .

What You Should Know About Teaching Adults

There are general guidelines you should know before you begin training your coworkers:

Adults may have the feeling that they are impostors and that they really don't deserve to be in a particular learning environment; therefore, they are extremely sensitive as to how well they are doing.

Adults learn best when they have a need to learn and they remember best when they experience--or actually do--the learning.

Adults have had previous learning experiences and can gain new skills by building on those previous experiences. The trainer should be aware of prior experiences and adjust the training plan for the individual adult learner.

Adults are usually highly motivated; therefore, they do not enjoy having their time and money wasted. They want to learn what will help them.

Adults may also be unaware of their own physical limitations in the areas of vision, hearing, and dexterity.

As Maslow's Hierarchy of Higher Needs indicates, to reach their full potential, adults must have a sense of belonging to the organization; they must also be comfortable with their physical well being and feel safe in the environment.

Adults like to direct themselves; however, in temporary situations they may feel dependent. During that time they should be made to feel comfortable about being dependent learners.

Adults want to be treated as equals by those who teach them. That means keeping the voice calm and even. The trainer should look directly at the learner.

Teaching can be considered as sharing information or coaching the adult in a new endeavor.

Tips for Training Adults in Technical Procedures

Before initiating the learning, you should plan an informal needs assessment and list of all the tasks that need to be learned by this individual. Sequence those tasks by some criteria. For example, you may want to teach the easiest first, or the first step, or the task that is most important. It may be necessary to teach safety procedures first.

Once you have identified the tasks and the sequences, break each task down into parts. Writing them as a list will help you to see the steps of something that you may do automatically. Reviewing the list will show steps that you may have missed.

Give the learners an overview of what will be learned during the training period.

Reflect upon this statement: There may be a way to teach someone how to do something and then there may be another way of doing it. For example, when you learn fly fishing, you stand sideways so that you can see your backcast. Once you learn fly fishing, you no longer stand sideways. Don't we put training wheels on bicycles until children can ride on their own for the same reason?

Be cognizant of body language. When the individual begins staring or stops working, you should check to see if he or she may be lost. Encourage the learners to write out procedures even when there are just a few steps. Review what they have written before they begin.

A demonstration by you does not mean that the individual can do what you have demonstrated. Most people need to practice even the simplest steps. Ask them to practice under your supervision.

At several points during the learning period--whether it's a day or several months, summarize with the learner what has been learned. This has two purposes: To provide the learner the opportunity to request a review in certain areas and to stress a sense of accomplishment for everyone who is involved in the learning transaction.

Teaching for you should be fun; learning from you should also be fun for the learner. Your enthusiasm and zest for the learning task is one of the best motivating tools for the learner.

Hints for the Supervisor of the Trainer

Provide time for the trainer to plan the training sessions.

Provide time to do the training.

Make the trainer feel secure in giving away his or her expertise that fulfills a need in the working environment.

Include training in each employee's job description from the president on down. Make your company a Learning Organization.

Resources

Angelo, Thomas A., and Cross, K. Patricia. (1993). *Classroom assessment techniques: A handbook for college teachers.* San Francisco: Jossey-Bass.

Broadwell, Martin (October 1993). 7 Steps to Building Better Training. *Training, 30. 75-81.*

Draves, William A. (1984). *How to teach adults.* Manhattan, KS: LERN.

Shaw, Edward. (April 1995). The training-waste conspiracy. *Training, 32.* 59-65

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