Adult Learner/Inclusive Teaching Crosswalk

To fill in this worksheet, list in each of the columns below the ways in which your newly designed or re-designed course meets (or could meet) the needs of adult learners according to the 5 characteristics listed across the top. Cross reference that with elements of inclusivity down the left. Refer to the definitions of each characteristic below the table and use the Adult Learner Design Job Aid to help you.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Adult Learner Characteristics** | **Learner Motivation** | **Learner Orientation** | **Learner Experience** | **Learner Self-Concept** | **Learner Readiness to Learn** |
| **Inclusive Teaching** |  | | | | |
| Community |  |  |  |  |  |
| Expectations |  |  |  |  |  |
| Student  Experience |  |  |  |  |  |

**Learner Motivation** - The need to know — adult learners need to know why they need to learn something before learning it. Contextualizing for a lesson makes for clearer understanding as to why something should be learned.

**Learner Orientation** —adults are motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations.

**Role of learners' experience** —adult learners have a variety of experiences of life which represent the richest resource for learning. These experiences are however imbued with bias and presupposition.

**Learner self-concept** —adults need to be responsible for their own decisions and to be treated as capable of self-direction. There is a move from dependent to self-directed learning.

**Readiness to learn** —adults are ready to learn those things they need to know in order to cope effectively with life situations. Adults learn content better when it is situationally appropriate. Adults learn better through problem solving.

These definitions taken from: <https://guides.library.utoronto.ca/c.php?g=448614&p=3570562>

# **Job Aid for Designing for Adult Learners**

# Examples of Different Ways Instructional Elements Can Support Adult Learning Principles

| **Instructional Element** | **Learner Motivation** | **Learner Orientation** | **Learner Experience** | **Learner Self-Concept** | **Learner Readiness** |
| --- | --- | --- | --- | --- | --- |
| **Course Design** | All assignments, activities and assessments are obviously essential to attaining the course and learning objectives; no superfluous work.  Consistent formatting across modules  Use Announcements as Advanced Organizer tying previous module’s content and work to upcoming module(s) | Course objectives that clearly describe, in practical terms, what skills, abilities the learners will have when they successfully complete the course.  Learning objectives aligned with course objectives and are tied to acquisition of practical skills and abilities.  Course “map” to show alignment to students | Personalized learning plan/path  Examples from the field/work for which the course is preparing learners  Meets standards for accessibility | Personalized learning paths  Optional activities (e.g., synchronous meetings, practices, interactive learning activities)  Easy navigation | Proper scaffolding of instruction and assignments to ensure learners have necessary skills and knowledge to perform tasks  “Start Here” page with detailed guidance for what to do first |
| **Course Welcome (text or video)** | Explanation of how course fits into program’s curriculum and how curriculum will advance their work/life abilities | Examples of how previous students have benefitted from the course.  Examples/ testimonials of how the skills/abilities acquired in the course are used in the workplace. | Acknowledge and honor learners’ experience | Emphasize that learners are in charge of their learning experience in the course | Highlight key factors associated with readiness to learn online and to attain the specific course objectives  “Start Here” page with detailed guidance for what to do first |
| **Syllabus** | Course description that includes the “why” for the course in the context of learners’ lives and work **in practical language.** | Course description that includes the “why” for the course in the context of learners’ lives and work **in practical language.** | Expectations for communications with instructor and other students. | Flexible due dates/Ability to work ahead  Make up/amnesty guidelines  Grading contract  Assignment due times at end of due date (e.g., 11:59 pm)  Instructor email availability and expectations.  Give estimates of time needed to complete tasks (content and assignments) | Readiness assessment |
| **Schedule** |  |  |  | Modules open 2 weeks prior to start date and remain open.  Assignment due times at end of due date (e.g., 11:59 pm) |  |
| **Readings** | Describe how readings support scaffolding of learning  Tie to previous knowledge  Not redundant of lectures | Describe how specific readings will be useful | Learners suggest readings from their own experience | Textbook and reading assignments for course provided in advance of module opening | Relevant and not extraneous content |
| **Lectures** | Describe how lectures support scaffolding of learning  Tie to previous knowledge  Not redundant of readings | Describe how specific lectures will be useful  Explicit connection (segues) among lectures (e.g., referring back to previous lecture and forward to next). | Lectures captioned | Lectures available to review at all times  Brief lecture segments (less than 10 minutes); mobile-enabled | Interactive lectures  Replace some lectures with branching scenarios to encourage application. |
| **Discussion Board** | Description of relevance of DB to attainment of LOs.  Grading rubrics  Instructor feedback | Real-world scenarios  Reflections | Intro DB – students share backgrounds and interests as they relate to the course  Prompts that ask students to apply concepts to their work/life.  Peer interaction/review | Grading rubrics  Students have choices in which prompts to answer. | Instructor feedback  Problem-based prompts  Prompts involving analysis. |
| **Assignments** | Description of relevance (the “why”) of assignment to attainment of LOs.  Portfolio that learners can build on and use after the course/program has been completed.  Grading rubrics  Instructor feedback | Scenarios  Reflection tasks that require application to personal interests/goals  Action planning  Group assignments that mimic real-world situations  Presentations | Tasks/requirements that allow learners to bring personal experience into their responses/projects  Peer review/critique of drafts | Peer review  Choice in project focus, topic, and/or delivery  Essays occur over at least a week, including a weekend; or are done incrementally over time  Not penalizing wrong answers on early drafts of group project  Grading rubrics  Portfolios | Case Studies  Practice/application exercises  Action planning  Instructor feedback  Know, Want to Learn, What I did learn (KWL) chart  Inquiry-based learning |
| **Quizzes** | Pre- & post- to demonstrate increased knowledge.  Explanation of how completing of quiz will help learner. |  |  | Open book, timed quizzes | Low stakes practice quizzes |
| **Exams** | Explanation of how completing exam will help learner. | Exam questions that use scenarios and cases. |  |  |  |
|  |  |  |  |  |  |
| **Learner 🡨🡪 Instructor Interaction** | Timely announcements and regular updates about current and upcoming content | Timely, meaningful feedback on assessments  Mid-term and end of course survey |  | Accessible online office hours  Optional synchronous sessions  Optional one-on-one consultations | Instructor present in discussion boards  Discussion board summary posts by instructor  Prompt email responses  Prompt grading of assignments |
| **Learner 🡨🡪 Learner Interaction** | Clear explanation as to why learner to learner interaction is important. | Group projects that mimic real world group activities  Peer review of projects, papers, presentations in which additional perspective from course content is added | Required response(s) to peers in discussion boards incorporating life/work experience  Group projects and case studies where learners bring life/work experience in application of course concepts |  | Group projects and case studies where learners bring life/work experience in application of course concepts |
| **Learner 🡨🡪 Content Interaction** | Interactive lectures with polls, quizzes, surveys that contextualize the lecture content  Active reading strategies such as assigning students important sections of the readings for which they need to “Teach back” to the rest of the class via video | Inquiry-based strategies that guide learners in the application of module/course content to their work/life | Learner created content that demonstrates mastery (projects, portfolios, etc.) | Low-stakes quizzes that allow learners to assess their understanding of concepts/material | Presentations on course-related topic/issue that learner has identified and researched  Interactive learning objects that engage learners in authentic problem-solving |

**Resources**

Fostering an Inclusive Environment when Developing Online Courses – Arizona State - <https://teachonline.asu.edu/2016/01/fostering-inclusive-environment-developing-online-courses/>

Inclusive Teaching and Accessibility Online – Northwestern University - <https://digitallearning.northwestern.edu/keep-teaching/inclusive-teaching-and-accessibility>

10 Strategies for Creating Inclusive & Equitable Online Learning Environments – Stanford University - <https://sites.google.com/stanford.edu/10-strategies-for-creating-inc/home>

Inclusive Teaching Online – Washington University in St. Louis - <https://teachingcenter.wustl.edu/resources/digital-pedagogy/inclusive-teaching-online/>

Inclusive Teaching and Learning Online – Columbia University - <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/inclusive-teaching/>

Knowles' Theory of Andragogy – University of Toronto - <https://guides.library.utoronto.ca/c.php?g=448614&p=3570562>