RURAL ADULTS IN EDUCATION: WHY DON'T THEY COME?

A CURRICULUM ADDRESSING DISPOSITIONAL BARRIERS TO

PARTICPATION

By

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Abstract

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Rural adults participate in education at lower rates than their urban counterparts. If rural communities and their residents are to compete and stay viable in a global economy that demands life-long learning, it is imperative to increase adult motivation to engage in education. Non- participation by rural adults will be examined through an investigation of the concept of rural, rural education, participants and non-participants, and barriers to and motivations for participation. Lastly, Wlodkowski's (2008) Motivational Framework for Culturally Responsive Teaching will be explored as a framework to present a learning-to-learn curriculum addressing local barriers to rural adult non-participation and promoting life-long learning.

Keywords: *Rural Adult Learners, Rural Adult Participation in Education, Adult Non-participants, Rural Adult Attitudes towards Learning, Rural Adult Barriers to Education, Adult Barriers to Learning, Adult Motivation to Learn, Learning to Learn*

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Chapter 1: Introduction

Place settles in a person. It is this place, Crescent City, which has settled in me and urged me to consider what it means to be rural and how this unique place influences the educational attainment of adults in my community and how that subsequently affects not only themselves, but their children, and in turn the future of the whole community.

I have lived many places in the United States, but never, until I moved to Crescent City, have I been so overcome by the effects of poverty and lack of education on individuals and a community. This place was once full of jobs in fishing, crabbing and logging. It provided seemingly endless bounty for its hard-working inhabitants. Now the people hold onto shadow memories of prosperity and a time when one did not need more than an 8th grade education to make a living wage. These influences of place carry over and affect the educational aspirations of our community young and old.

I came from a family of educators, and in my family, it was not a question of whether you would attend and complete high school and college, but where you would choose to attend. I have worked as an academic advisor and as an instructional support specialist managing an adaptive skills lab for student with disabilities at the local community college for over 10 years. As I began to observe patterns of behavior amongst students and community members, the same question kept coming to mind. Why do adults in our community choose not to participate in education?

I heard very similar stories from those who did manage to find their way through the front door. They told stories of unsuccessful and traumatic school experiences. They

expressed concern that they were not smart enough to go to community college or a four-year college or university. Additional barriers faced students who struggled with addiction, lack of family support, criminal histories, mental health concerns, or undiagnosed learning disabilities. Many did not have confidence that they could succeed in a school setting. However, some held on despite all the odds. These students who came in questioning their right to be in an academic setting and their ability to complete courses gained courage with each success. They began to change. With each success they stood a little taller. They became involved in the academic community, and in many instances, became beacons of hope to other students and family members. It is watching this flame ignite the love of learning and the subsequent affect it has on the individual and how they move through the academic and community setting that inspired me to find a way to reach a broader audience. I hope to provide hope, not only to those who manage to make it through the doors, but to those who never dared approach by providing an outreach program that is targeted at the dispositional barriers that rural adults in my community face.

Chapter 2: Literature Review

Introduction

There has been a recent focus on bringing the pursuit of education into the spotlight at a global level. President Obama stated that "If we want America to lead in the 21st century, nothing is more important than giving everyone the best education possible - from the day they start preschool to the day they start their career" ("At a Glance," n.d.). The importance of education in terms of economic prosperity, seems clear "with the average earnings of college graduates at a level that is twice as high as that of workers with only a high school diploma, higher education is now the clearest pathway into the middle class" ("Higher Education," n.d.). The Pew Research Center lends support to these findings in their research entitled, *The Rising Cost of Not Attending College,* showing the strong ties between educational achievement, income levels and poverty. ("Education: The Rising Cost," 2014).

What has remained relatively unexamined, is that despite these obvious opportunities for economic gains, the impoverished rural adult continues to lag behind in educational achievement (Ulrich, 2011; Valadez & Killacky, 1995). These disparities suggest that there are factors affecting rural adult's access that are unique to their rural location. This access is crucial because "For a rural town in troubled times, education and local schools can become battlegrounds upon which the fate of the community rests, ultimately playing crucial roles in the transition to a post-industrial local economy" (Sherman & Sage, 2011 p. 1).

This review investigates the current literature addressing factors contributing to lower participation rates of adults in rural communities than their urban counterparts in educational activities. The importance of place, the concept of rurality, characteristics of participants and non- participants, motivations and barriers will be explored. Wlodkowski's (2008) motivational framework and a learning-to-learn competency will be addressed as a possible vehicle for an outreach program intended to address dispositional barriers for the members of Del Norte County and other rural communities.

Importance of Place

Place is often thought of as an additional character in literary works. It informs the other character's actions, creates tension, and can be both antagonist and protagonist. As writer, Jill Nelson explains, setting is "not a flat, static backdrop against which our characters move and speak," but "It is a living, fluid element with which our characters interact much like another character in the story…and setting encompasses more than geography—it includes the culture, economy, religion, politics, and values of a place and its people—with the power to dramatically shape character and plot" (Editorial, n.d.). I would argue that this is also the case in terms of a rural setting. The setting of rural, with its unique attributes, acts as both antagonist and protagonist as the story of rural education is written, shaping the character and plot of individual communities across our nation. Eudora Welty perhaps says it best, "Every story would be another story, and unrecognized . . . if it took up its characters and plot and happened somewhere else"

(Editorial, n.d.). The setting of each rural story is paramount to the plot, and how that rural area is defined sets the tone as the story unfolds.

Concept of Rurality

Rural areas are as diverse as the definitions that attempt to define them. Definitions are often hard to agree upon and though "many people have definitions for the term rural…seldom are these rural definitions in agreement. For some, rural is a subjective state of mind. For others, rural is an objective quantitative measure" ("What is Rural?," n.d.). For the U.S. Census Bureau, rural is defined in relation to the urban. It "identifies two types of urban areas: Urbanized Areas (UAs) of 50,000 or more people and Urban Clusters (UCs) of at least 2,500 and less than 50,000 people. "Rural" encompasses all population, housing, and territory not included within an urban area" ("What is Rural?," n.d.). To define rural as an absence of urban, is to take away the individual characteristics of each rural area and create an expectation of a deficit rather than a unique set of gifts and challenges.

Researchers who work within rural communities support a more balanced approach relying on both qualitative and quantitative descriptive characteristics such as: low population densities, limited resource bases, relative isolation, cultural or ethnic homogeneity, local-based independence, a connection to nature, and shared values or collective responsibilities (Ritchey, 2008, p.83-84). This definition offers a multidimensional outlook on the culture of the rural community as opposed to the single faceted comparison of the rural in geographic relation to the urban. The Department of

Agriculture article *"What is Rural"* advises that "the choice of a rural definition should be based on the purpose of the activity" ("What is Rural?," n.d.). For this review, rural will be defined as: "geographically isolated, sparsely populated, distant from services and culturally diverse" (White & Corbett, 2014, p.194).

 Crescent City, California, situated in Del Norte County, is one of those rural locations. Located 10 miles south of the Oregon border, it is only accessible via a windy two lane formidable road to the north and south, and another of equal quality to the east, with west being the Pacific Ocean. It is a two- hour drive to reach the nearest university and/or urban area in either direction. Roads are often inaccessible due to trees falling, land-slides, elk herds, torrential rain or snow fall and/or accidents. The southern route provides an awe-inspiring view as it serpentines through redwoods along the edge of the Pacific Ocean. This part of highway 101 is predicted to slide off into the ocean within the next 10 years, cutting the town off completely to the South.

The town has a population of 6,774 people made up a diverse mixture of Asian, Hispanic, Native American and white cultures. A third (2,239) of the total population are inmates at the largest maximum-security prison in the nation, Pelican Bay. The prison, which provides some of the highest paying jobs in the county, is neatly hidden behind a curtain of redwoods; the yard lights provide a constant reminder to residents of its presence by lighting up the horizon with a sunset-like glow. Since 1933, 31 tsunamis have swamped the shore, with contemporary events destroying the entire downtown, and more recently destroying the harbor.

The rugged topography, redwoods, and mountains cause the cell phone service to be unreliable in areas and overnight shipping will typically take two days. There is a lack of medical care, mental health services, drug treatment, and homeless shelters as it is difficult to keep service providers in the area. Empty storefronts and buildings continue to multiply, as small businesses fold in the wake of the Super Wal-Mart. This place does not benefit from a generalized definition of rural, as its unique characteristics shape the attitudes and behaviors of its inhabitants and the way others view them.

Rural as Less Than

Not only is rural compared to urban in terms of geography, but often this comparison also pervades widely held beliefs regarding the characteristics of the residents of rural places. The distinction of rural in relation to urban has resulted in rural communities being looked on as less desirable than their urban counterparts, and often "rural lives are viewed by society as deficient, unsophisticated, even laughable" (Howley, Howley, & Johnson, 2014, p. 194). Many times, these beliefs also take hold amongst residents of the rural communities as well. In fact, "making rural residents the butt of jokes is completely permissible in American society. Anyone—not just rural dwellers themselves can poke fun at rural residents using what has come to be called "redneck humor" (Schafft & Jackson, 2010, p.29). The film and television industry has long capitalized upon this image in its portrayals of rural people and places. The Andy Griffith Show, Hee Haw, The Beverly Hillbillies, Jeff Foxworthy and "You Might Be a Redneck", all highlight the stark contrast between the sophisticated urban dweller and the

country bumpkin (Schafft & Jackson, 2010, p.29). These portrayals have far-reaching

consequences in the lives of rural residents, affecting not only how others view them, but

how they view themselves.

Rural Education

Bias can be overt, but many times it is created by omission and what is left

unsaid. This is often the case in rural schools where students do not see their lifestyle

represented in culturally relevant curriculum and when they do it is presented as

deficient. In a textbook addressing immigration, a story recounted the attributes of two

sets of immigrants noting that they came from all sections of society, "some were widely

traveled and sophisticated; others were farmers and fishing people who had never left

their small villages. The obvious implication is that sophisticated individuals do not farm

or fish for a living…We give no consideration to how this colors the aspirations of rural

youth, despite the fact that this generalization does not stand up to even minimal

scrutiny" (Schafft & Jackson, 2010, p.28).

Youth Outmigration

The local school systems in rural areas often validate this bias by grooming the

"best" and "brightest" to leave the community in search of better career and educational

opportunities causing there to be a tension between staying in one's home and leaving.

One student explained, "On the one hand, we felt the draw of our local communities…but

we also felt pulled away towards college and jobs our hometowns did not offer, towards

cosmopolitan adventures that we hoped would mask the ruralness we had learned to

disdain" (Howley, Howley, & Johnson, 2014, p.193). This phenomenon is now commonly referred to as Rural Brain Drain. Researchers point to the local schools as a contributing factor by:

> "(1) teaching promising students that eventual adult success and quality of life require abandonment,
>
> (2) representing success as the literal acquisition of glamorous metropolitan careers, and
>
> (3) investing most heavily (with disproportionate human and material resources) in middle- and upper-middle class students or in the poor who can act like them, while expecting other students to remain in the community as local losers (losers in school, losers in later life)" (Howley, Howley, & Johnson, 2014, p.326-327).

Those "losers" who are left behind are often from families of lower socio-economic backgrounds, and they are not only discouraged from leaving in search of higher education and gainful employment, but they are encumbered with the knowledge that they were not considered "good" enough to leave. This is not the only factor. In some cases, students who stayed in their communities did so because they "rejected contemporary metrics of success and stereotypes about rural life or preferred to remain embedded in their local networks and [as a result] they continued to be ambivalent about education given that 'what it offered is an allegedly enriched life elsewhere" (Howley, Howley, & Johnson, 2014, p.194). The findings of the experiences of rural adults are echoed in local research conducted in Del Norte County with Opportunity Youth

(individuals aged 16-24 who are currently not engaged in education or the workforce). In a section addressing the poor self- image of the entire county individuals noted that "Successful people leave and to be successful our youth must leave" (Del Norte Opportunity, 2016, p.7). They also noted that school experiences were influential in determining the future, by "either helping or hindering me to develop and grow" (2016, p.15). Perhaps most telling about participation in education in Del Norte County, was the hypothesis on which the study was based. The authors theorized that amongst seven contributing factors to youth disengagement, three (inhospitable school environment, the lack of support for students if they fall behind in school, and biases against educational institutions due to parents own educational experiences) were directly related to education (2016, p. 4). The opportunity youth of today become the non-participating adults of tomorrow.

Characteristics of Non-Participants

There has been much research on nonparticipants in adult education, but little to none targeting adults in rural communities specifically. There is an expanse of research on the general adult non-participant which has yielded remarkably unchanged basic traits over the years whether the researchers surveyed national populations, continents, or conducted in depth interviews (Arnason & Vlagiersdottir, 2015, p. 4). These non-participant characteristics fall into the following categories: Age (older individuals participate at a lower rate than their younger counterparts); Educational Background (the lower the educational attainment of an individual, the less likely they are to become a

participant); and Socio-economic Status (SES) (the lower the SES the lower the

participation). When looking at the evidence on a whole it "implies that irrespective of

location or educational setting, certain sections of the community tend not to engage in

any form of educational activity after leaving school including: older adults; less well-

educated people in lower social, economic and occupational strata; women with

dependent children; ethnic minority groups; and people living in rural areas" (Edwards,

Sieminski, & Zeldin, 2014, p.14-15).

These characteristics of non-participants certainly describe the individuals who

reside in Del Norte County. Increases in the age groups 40 to 54 years, 55 to 64 years

and 65 to 74 years have been evidenced over the last four years. 12.7% percent of the

population has completed 9th -12th grade with no diploma, compared to 9.09 % as the

state average. 9.4 % of the population has Bachelor's Degrees compared to 18%

statewide and 4.9% of the population have a Graduate Degree compared with 9.9% in the

state. Del Norte's poverty rate was 22.4% in 2014 while the California state average was

16.4% (Del Norte County, 2016). This data would seem to provide insight to and support

for the lack of participation in education in Del Norte County. Conversely, the

characteristics of adults who do participate in higher education paint an entirely different

picture in terms of individual attributes.

Characteristics of Participants

The characteristics of participants, much like non-participants, have remained

relatively unchanged over the years. Again, research focusing specifically on the rural

adult learner is lacking. The landmark study focusing on adult participation resulted in "Johnstone and Rivera's profile of the typical adult learner [and] remains apt forty years later" (Merriam et al., 2007, p. 59). Johnstone and Rivera's (1965) often-quoted profile of the typical adult learner has held up, with minor deviations in all subsequent national studies of participation (Arnason & Valgeirsdottir, 2015; Edwards et al., 2014; Merriam et al., 2007). The profile showcases an adult who "is just as often a woman as a man, is typically under forty, has completed high school or more, enjoys an above-average income, works full-time and most often in a white-collar occupation, is married and has children, lives in an urbanized area but more likely in a suburb than large city, and is found in all parts of the county, but more frequently in the West than other regions" (Merriam, Caffarella, & Baumgartner, 2007, p.55). As much as the non-participant characteristics aligned with the population in Crescent City, these characteristics of participation diverge as noted previously, many of residents are over 40, have a lack of high school education, and do not live in an urbanized area. In addition to the personal characteristics that predispose an adult to participate in education, there are additional factors which influence the decision to participate by the adult learner.

Barriers to Adult Participation

There have been many studies addressing barriers to adult participation in education. Johnstone and Rivera (1965) grouped barriers into two categories: external and internal. External barriers are "more or less external to the individual or at least beyond the individual's control" and Internal barriers (dispositional barriers) which

"reflect personal attitudes, such as thinking one is too old to learn" (Merriam et al., 2007,

p.66). Scanlan and Darkenwald (1984) focused on deterrents to participation in health

care professional development and from this study the Deterrents to Participation Scale

(DPS) emerged. They identified the following deterrents: lack of confidence, lack of

course relevance, time constraints, low personal priority, cost and personal problems.

Research would seem to point to similar barriers to adult participation emerging across

rural educational settings.   Lack of preparation, low academic self- esteem, age, lack of

academic preparedness, cost, work schedule, childcare concerns, transportation issues,

and inflexible class times, are common barriers to adult education access (Boshier &

Collins, 1985; Darkenwald & Valentine, 1985; Genco, 2007; Norland, 1992; Steel &

Fahy, 2011; Sullins & And Others, 1987; Zeit, 2014).

There is newly emerging evidence, however, that would suggest that

> "…reluctance to engage in education may have more to do with attitudes,
> perceptions and expectations than with any practical barriers.   This problem may
> have been underestimated, partly because research instruments tend to have a bias
> towards situational and institutional barriers; partly because respondents may not
> recognize or wish to admit to negative feelings towards education. Nevertheless,
> a number of studies confirm that attitudes and perceptions play a significant role
> in non-participation. Notably, these include perceptions of inappropriateness and
> lack of relevance; no awareness of learning needs; hostility towards school; the
> belief that one is too old to learn; and lack of confidence in one's ability to learn.
> These have all been repeatedly identified as major reasons for non-participation,
> particularly among older adults, people of low educational attainment and those
> on low incomes" (Edwards, Sieminski, & Zeldin, 2014, p. 21).

The reexamination of barriers to participation and the focus on dispositional barriers is especially valuable when looking at the barriers to education for the rural adult. A recent study by Arnason & Valgeirsdottir (2015) addressed a concern with many of the existing studies regarding barriers to participation. They reflect that most studies have relied on participants themselves, to self- report the barriers to participation and participants and non-participants have been recruited to participate in the study often with "persuasion" (p. 3). Arnason and Valgeirsdottir (2015) note that "this 'frontal attack' method of acquiring data directly from the population in question might have some blind spots" (p. 3). To gain another perspective, they turned to adult educators in lifelong learning centers to explain their understanding of why adults with lower educational attainment rates might not be participating in learning activities. Most of the responses addressed dispositional barriers. The educators reported that adult learners had images of themselves as non-learners and had experienced negative past school experiences. This past experience "…influences their intentions to participate in adult education. There are many who…have bad memories from school and are afraid of taking this step" (Arnason & Valgeirsdottir, 2015, p. 8). This sentiment was echoed by McGiveney (2013) noting that "It is not surprising, therefore, that amid all the identified reasons for non-participation, one factor consistently stands out. People who have ostensibly 'failed in the school system do not wish to repeat that failure. Many are consequently suspicious of education in any form, even informal learning opportunities specifically designed for them" (Edwards et al., 2013, p.20). The educators in the study noted that "low self-

esteem seems to lie at the heart of why people with little formal education participate less frequently…[and] their belief that they do not have the ability to learn or will not be able to complete the courses, keeps them away from responding to offers to participate in courses of interest to them" (Arnason and Valgeirsdottir, 2015, p. 9). Whereas barriers, and in particular dispositional barriers, deter participation for rural adults, according to Beder (1991) "motivation is the force that helps adults overcome barriers to participation" (Petty & Thomas, 2014, p. 475).

Motivation

An agreed upon definition for motivation is elusive in the literature. Wlodkowki (2008) posits that "What makes motivation somewhat mysterious is that we cannot see it or touch it or precisely measure it. We have to infer it from what people say and do…Because perceiving motivation is, at best, uncertain, there are different opinions about what motivation really is" (p. 2). For this examination, motivation will be defined as "the drive and energy we put into accomplishing something we want to do (Merriam & Bierema, 2014, p. 147).

Cyril Houle is said to be one of the founding fathers of the study of adult motivation in the field of education (Walsh, 2011). Houle (1961) interviewed 22 adult learners and from those interviews he developed three categories of adult learner motivators: goal oriented, learning oriented or activity oriented. Because of the relatively small scale of Houle's study, subsequent studies emerged and attempted to elaborate on the original study. Boshier and Collins (1985) developed the Education Participation

Scale (EPS) and conducted a large-scale cluster analysis of 13, 442 cases in an attempt to evaluate the scale's reliability and validity. Boshier (1991) reduced the EPS from 48 items to 42 items and suggested "the following seven factors, each containing six items: communication, improvement of verbal and written skills; social contact, meaning meeting people and making friends; educational preparation, the remediation of past educational deficiencies; professional advancement, concerned with improving job status or moving to a better one; family togetherness, concerned with bridging generation gaps and improving relationships in families; social stimulation, meaning escaping boredom; and cognitive interest, seeking knowledge for its own sake"(Merriam et al., 2007, p. 64).

Many researchers have further investigated these findings, and "a number of American researchers have categorized stated motives for voluntary learning and come up with largely similar clusters" (Edwards et al., 2013, p. 22). This insight is helpful in discerning the major motivators for adults to participate in education, but "what it does not account for are the many variables that affect access to and participation in education" (Merriam & Bierema, 2013, p. 153). Wlodkowski (2008) presents a theory of motivation and participation that does address barriers relevant to the rural adult non-participant.

Wlodkowski's (2008) Motivational Framework for Culturally Responsive Teaching

Raymond J. Wlodkowski (2008) holds a Ph.D. in educational psychology and focuses on adult motivation to learn. Wlodkowski (2008) brings an approach to investigating motivation in adult learners that highlights the fact that "culture, the deeply

learned mix of language, beliefs, values and behaviors that pervades every aspect of our lives, significantly influences our motivation" (p. 2). In approaching his theory, Wldokowski (2008) recognizes that "We are the history of our lives, and our motivation is inseparable from our learning, which is inseparable from our cultural experience" (p. 3).

In the third iteration of his book *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults*, Wlodkowski (2008) provides a practical framework for putting theory into practice. His investigation of how the brain functions, how neural pathways are created, the power that emotions lend to their creation, and how this in turn affects learning, provides a theory particularly applicable to the rural adult learner by taking the local attitudes into consideration. A negative experience in school is accompanied by emotions that embed around the neural pathways. These emotions will accompany this experience and setting (learning, school) and require creation of new learning experiences colored with positive experiences to mitigate previous negative learning experiences that provide dispositional barriers to the rural adult learner. Wldowkowski (2008) explains, "as instructors we cannot simply explain something away, especially if it is a deeply held attitude or belief. Literally, another neuronal network has to take the place of the current attitude or belief. That biological development takes repetition, practice, and time" (p. 12).

The Motivational Framework for Culturally Responsive Teaching was developed in conjunction with Dr. Margery Ginsberg in 1994, and has long been used both in the

U.S. and abroad and has returned "productive learning outcomes" (Wlodkowski, 2008, p.x).   The model has four essential conditions:

1. Establishing inclusion: creating a learning atmosphere in which learners and teachers feel respected and connected to one another.

2. Developing attitude: creating a favorable disposition toward the learning experience through personal relevance and volition.

3. Enhancing meaning: creating challenging and engaging learning experiences that include learners' perspectives and values.

4. Engendering competence: creating an understanding that learners are effective in learning something they value" (p.114).

In addition to the four conditions, Wlodkowski (2008) provides 60 motivational strategies developed in alignment with "a wide array of theories and literature" that can be incorporated into or drive the learning experience (p. 121). Wlodkowski's framework allows for the facilitator to select from these diverse strategies to be tailored to the needs of the learners and the learning experience. This framework "provides a holistic design that uses a psychological and neuroscientific understanding of learning, a time orientation for planning, and a culturally responsive approach to teaching to foster intrinsic motivation from the beginning to the end of an instructional unit" (Wlodkowski, 2008, p. 122).

This framework has the potential to provide an opportunity to build new neural pathways to replace the rural adult's pathways associated with past negative educational

experiences. New inclusive, positive, meaningful, and successful experiences with

learning could foster motivation and participation in future educational experiences.

While the Motivational Framework for Culturally Responsive Teaching could provide the

framework, learning- to- learn competencies could provide the content of a program

designed for increasing motivation of rural adults to participate in educational

opportunities.

Learning to Learn

It was not so long ago that "a good strong back and good work ethic could mean a

decent job and good life in rural America" (Ulrich, 2011, p. 3). This is no longer the case

considering the emerging global economy. According to the Campaign for Learning in

England, "Individuals who have not learned how to learn effectively, or who do not

believe they can learn, continually gravitate to the bottom and miss out on opportunities

at school, at work, at home and in the community" (Amalathas, 2010 p. 5).

As with motivation, learning to learning suffers from the lack of a standard

definition or term. In a paper addressing learning to learn as a key competency, Hoskins

and Fredrikkson (2008) note that "Several attempts have been made to define the

concept. Stringher (2006), from the learning to learn research network, has made a

review of existing sources on learning to learn and found 40 different definitions of

learning to learn" (p. 16). Some refer to this concept as Learning to Learn, L2L, or

Learning How to Learn. Robert Smith (1982) favored Learning How to Learn as he felt

that Learning to Learn, though more concise, "loses some of the impact and utilitarian

flavor useful in calling attention to the concept and its importance" (p. 19). The

Campaign for Learning favors Lucas & Greany's (2000) definition which states that

learning to learn is "a process of discovery about learning. It involves a set of principles

and skills which if understood and used, help learners to learn more effectively and so

become learners for life. At its heart is the belief that learning is learnable" (Amalathas,

2010, p. 5). Smith (1982) notes that "Learning how to learn involves possessing, or

acquiring, the knowledge and skill to learn effectively in whatever learning situation one

encounters" (p.19) According to Smith (1982), the individual who has learned how to

learn knows:

> How to take control of his or her learning.
> How to develop a personal learning plan.
> How to diagnose strengths and weaknesses as a learner.
> How to chart a learning style.
> How to overcome personal blocks to learning.
> The criteria for sound learning objectives.
> The conditions under which adults learn best.
> How to learn from life and everyday experience
> How to negotiate the educational bureaucracy
> How to learn from television, radio and computers
> How to lead and participate in discussion and problem-solving groups
> How to the learn the most from a conference or workshop.
> How to learn from a mentor.
> How to use intuition and dreams for learning.
> How to help others learn more effectively" (p. 16).

Not so different from Smith's (1982) list of abilities, are the skills described by

> "the EUROPEAN UNION working group on "Key competencies" [who]
>
> identified 'Learning to learn' as the ability to pursue and persist in learning. They
>
> argued that: "*Individuals should be able to organize their own learning, including*

through effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to handle obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence" (Anjum, 2016, p.103).

For the purpose of this project, I have blended Robert Smith's (1982) description of characteristics of an individual who has learned how to learn, with the European Union's more recent and more generalized competency addressing Learning to Learn.

While there does not seem to be consensus on a definition of learning to learn, there is a resounding alignment when stressing the importance that these skills be taught to adults to motivate participation in lifelong learning, and its importance in preparing for the future as global and local citizens of this knowledge society (Amalathas, 2010; McGivney, 2013; Patterson & Paulson, 2016; Wlodkowski, 2008). Amalthas (2010), while investigating Learning to Learn as it applies to the Further Education (FE) sector in England and abroad, notes that learners "may have had negative experiences of previous learning that learning to learn can help counteract, and all require motivation and resilience to learn even under pressure. A high proportion of FE learners are adults, and

learning to learn links closely with approaches that have been demonstrated as effective in adult education" (p. 40). She also notes that "Learning to learn can help to motivate learners to succeed, help them understand their previous bad experiences in terms other than of personal failure, develop their capacity to learn, and to enjoy and value their learning, so it has much to offer a sector tasked with meeting the needs of those who have gained the least from their education to date" (Amalthas, 2010, p. 25). Discovering how to incorporate these skills into the classroom and subsequently into our rural communities will be vital to look forward to a successful local and global citizenship for our rural adult population.

Conclusion

The educational rates of impoverished rural populations continue to fall behind those in urban areas (Ulrich, 2011; Valadez & Killacky, 1995). This educational lag is not only harming the adults in our rural communities but the children, as research closely links the education of the parent to that of the child (Ulrich, 2011). If the rural population is to compete in the global market and be able to actively participate as global citizens, the ability to learn will be of vital importance.

Despite the dearth of research concerning the rural adult in particular, the idea of a rural perspective is a valid concern when interpreting the educational needs of the rural community and adult access to education in that community (Atkin, 2003; Garza & Eller, 1998; Longhurst, 2014; Roberts & Green, 2013; Theobald & Snauwaert, 1990; White & Corbett, 2014). Jeff Ritchey (2008) points out that "adult education has close ties to rural

people and places" and asserts that despite this connection, "…the literature on adult education—the journals and texts we peruse as the canon of our discipline—has paid relatively little attention to the issues important to rural places and the educative needs of rural residents" (p.7-8).

The examination of the adult learner has tended to focus on situational and institutional barriers to adult participation. In light of recent research, however, dispositional barriers can be seen as of equal or greater influence in determining participation. This insight proves particularly important when evaluating means to mitigate educational barriers for adults in a rural community, such as Crescent City, where negative attitudes towards education are developed by first-hand educational experiences and subsequently validated by the experiences of generations of community members. For programming to succeed in rural areas and address the current problems that will most certainly arise as the population changes in the wake of outmigration, and economic decline, Ritchey (2008) states that it will take both "content and contextual knowledge that is blended to encourage not assimilation or enculturation but rather the creation of something new, vibrant and focused on possibility not loss" (2008, p.10). I believe that applying Wlodkowski's (2008) culturally responsive framework for motivation to a learning to learn course content could provide that "something new" that Ritchie (2008) calls for and that the rural community needs; a program that validates the place from whence the community comes and engenders hope for the future (p.10).

Chapter 3: Methods

I entered the MA in Education Program at Humboldt to pursue a career in adult education, and to investigate adult participation in education in rural communities, such as my own. On a day to day basis, in my work as an academic advisor, students offered me their stories and insights into their lives which served as my inspiration and direction. As I progressed along this journey, I was inundated with possibilities. My research first led me to consider change theory, thinking this might hold an answer to why students are ready to take on new behaviors. Then, I was drawn in by transformational learning and critical theory. It seemed with each new course I completed and each new piece of research I conducted, a new direction would take hold. While my route was circuitous, I ended up exactly where I needed to be.

As I searched Humboldt Databases such as ERIC, PROQUEST and GOOGLE SCHOLAR, the lack of research available on adult education in rural America became apparent. Most of the research on adult learners in rural areas emanated out of Australia, England, Canada or Appalachia. It was the discovery of the book by White, S., & Corbett, M. (2014). *Doing Educational Research in Rural Settings: Methodological issues, international perspectives and practical solutions* that helped begin narrowing my focus. It is here that I found a group of educational researchers focused on the rural community as a living breathing entity, full of culture and voice, and this is when my project started to take life and direction.

My area of emphasis was focused on the rural adult. I enrolled in an independent study course and delved deeply into rural education, exploring White and Corbett's text as well as well as books by Ritchey (2008) *Adult Education in the Rural Context: People, Place, and Change*, Schafft and Jackson (2010) *Rural Education for the Twenty-First Century-Identity, Place, and Community in a Globalizing World*, and Howley, Howley, and Johnson (2014) *Dynamics of Social Class, Race, and Place in Rural Education*.

The next two semesters, I enrolled in two courses, *Adult Education*, and *Adult Teaching and Learning*, through Colorado State University. Through this coursework, I was introduced to course planning for adult learners and Wlodkowski's (2008) work on adult learner motivation. His framework lent structure to what I now knew I wanted to create; a uniquely crafted program for my rural community that addressed motivation to participate in learning opportunities and addressed local barriers. I kept going back to the students who expressed their negative learning experiences and lack of belief in their ability as a learner. I entered 'Learning to Learn' into GOOGLE SCHOLAR and followed the leads. There was quite a bit of current research on this concept in Europe, and particularly in England. I could see similarities between the populations being described and my community and was encouraged that Europe seemed to be moving towards a lifelong learning model to prepare for the global economy that requires that a person know how to learn to keep up with the ever-changing technology. With this new knowledge, I had the content to fit inside Wlodkowski's (2008) framework.

This program was specifically created to be offered in Crescent City, Ca. I envision it being offered at College of the Redwoods as an outreach tool utilized by the Adult Navigators who are entrusted with reaching underserved adults in our community. It could also find use with local social service agencies as part of treatment plans and might also find a home in prison education systems, probation departments, and drug and alcohol treatment centers. My goal was to create a program that would be both respectful and reflective of adult learners in rural areas, be focused on possibility not loss, and be rooted in a belief that new positive educational experiences can be created that will promote learning in our community for generations to come.

Chapter 4: Content

See Appendix

Chapter 5: Discussion

The Pathways to Learning outreach program is by no means the solution to the issue of adult non-participation in education in rural communities, but I believe that it is a valuable starting point. It offers an easy-to-implement curriculum, at relatively little to no cost which is research based and addresses the dispositional barriers that rural adults may face as they consider life possibilities and whether learning plays a role in those possibilities.

One challenge this program may face is the problem of access to the population it is meant to serve. The program would benefit from collaborating with local educational, non-profit, and state and government agencies in Del Norte County.

Future research could focus on adult learners in Crescent City, and address the underlying feelings towards learning that were identified by the research completed in May 2016 by the Del Norte and Tribal Lands (DNATL) Opportunity Youth Initiative. A replication of this research protocol changing the focus to the 25 and above population might offer findings to inform future programming for the adult non-participant population.

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Appendix

Pathways to Learning Outreach Program

The Pathways to Learning Outreach Program was created to provide an adaptable place-based model for rural communities to address dispositional barriers that may be affecting adult's non-participation in learning opportunities. This program was developed for Del Norte County, California and meant for those 25 and older who are not currently engaged in employment or learning opportunities. Please adapt and infuse the curriculum to reflect the local needs and culture of your community.

The program is based on research that posits that dispositional barriers to adult participation in education may be amongst the most influential and yet least addressed deterrent to learning engagement for adults. A culturally responsive motivational framework developed by Wlodkowski (2008) was combined with curriculum that addresses learning to learn competencies. The world that we live in continues to move ahead and our rural citizens' success in the ever-changing global economy will come down to their ability to acquire knowledge. It is my hope that this project will open doors and possibilities for those who have not learned to learn or discovered the power of knowledge.

Structure

This program includes 5 modules, comprised of 11 sessions, with each session being 90 minutes in length. The course is intended to be offered in the computer lab at the local community college. The facilitator and students will have access to the internet

and computers. The facilitator will have access to a computer that projects an interactive lesson to the board in the front of the room which allows each student to follow along with the facilitator and access the lessons in and out of the classroom.

Each instructional plan outlines the class content, which motivational strategy has been employed, the learning to learn competency addressed, and a link to the accompanying online lesson created in Smore (an online presentation software, www.smore.com). The Smore lesson provides links to all the resources to be used during the session. Students are able to access the Smore lesson via the internet at any time they wish to review the course material. The course content is designed to encourage transference of the learning process by formalizing the following steps to learning: Dream, Explore, Plan, Act, Reflect.

Research

Wlodkowski's Framework for Culturally Responsive Teaching

While not necessary, it is highly recommended to read *Enhancing Adult Motivation to Learn* by Wlodkowski (2008) to gain a more complete understanding of the Wlodkowski framework.

The Motivational Framework for Culturally Responsive Teaching was developed in conjunction with Dr. Margery Ginsberg in 1994 and has long been used both in the U.S. and abroad and has returned "productive learning outcomes" (Wlodkowski, 2008, p.x) The model has four essential conditions: "

1. **Establishing inclusion**: creating a learning atmosphere in which learners and teachers feel respected and connected to one another.

2. **Developing attitude:** creating a favorable disposition toward the learning experience through personal relevance and volition.

3. **Enhancing meaning:** creating challenging and engaging learning experiences that include learners' perspectives and values.

4. **Engendering competence**: creating an understanding that learners are effective in learning something they value" (p.114).

In addition to the four conditions, Wlodkowski (2008) provides 60 motivational strategies developed in alignment with "a wide array of theories and literature" that can be incorporated to support the four competencies. (p. 121) A chart of Wlodkowski's (2008) 60 motivational strategies is included at the end of this packet for reference and the facilitator is encouraged to use these strategies in a way that makes most sense to the culture of the classroom. Activities and strategies could be amended to fit the needs of the community of learners.

Wlodkowski's set of motivational strategies allows the facilitator to select research-based strategies tailored to the needs of the learners and their learning experiences. This framework "provides a holistic design that uses a psychological and neuroscientific understanding of learning, a time orientation for planning, and a

culturally responsive approach to teaching to foster intrinsic motivation from the

beginning to the end of an instructional unit "(Wlodkowski, 2008, p. 122).

The framework has potential to provide an opportunity to build new neural

pathways to replace the rural adult's pathways associated with past negative

educational experiences. New inclusive, positive, meaningful, and successful

experiences with learning could foster motivation and participation in future

educational experiences. This framework will provide the structure for the course which

will address Learning to Learn competencies.

Learning to Learn Competencies

According to Smith (1982), the individual who has learned how to learn knows:

"How to take control of his or her learning.
How to develop a personal learning plan.
How to diagnose strengths and weaknesses as a learner.
How to chart a learning style.
How to overcome personal blocks to learning.
The criteria for sound learning objectives.
The conditions under which adults learn best.
How to learn from life and everyday experience
How to negotiate the educational bureaucracy
How to learn from television, radio and computers
How to lead and participate in discussion and problem-solving groups
How to the learn the most from a conference or workshop.
How to learn from a mentor.
How to use intuition and dreams for learning.
How to help others learn more effectively" (p. 16).

Not so different from Smith's (1982) list of abilities, are the skills described by "the

EUROPEAN UNION working group on "Key competencies" [who] identified 'Learning to

learn' as the ability to pursue and persist in learning. They argued that: Individuals

should be able to organize their own learning, including through effective management

of time and information, both individually and in groups. Competence includes

awareness of one's learning process and needs, identifying available opportunities, and

the ability to handle obstacles in order to learn successfully. It means gaining, processing

and assimilating new knowledge and skills as well as seeking and making use of

guidance. Learning to learn engages learners to build on prior learning and life

experiences in order to use and apply knowledge and skills in a variety of contexts – at

home, at work, in education and training. Motivation and confidence are crucial to an

individual's competence" (Anjum, 2016, p.103).

For this program, I have blended Robert Smith's (1982) description of characteristics

of an individual who has learned how to learn, with the European Union's more recent

competencies addressing the Learning to Learn competency. Please refer to Table 2,

entitled *"Learning to Learn Competencies and Characteristics"* at the end of the course

packet.

Pathways to Learning
LEARN = Dream, Explore, Plan, Act & Reflect

LEARN

Session 1: Why we learn
Session 2: How we learn

DREAM

Session 3: Do you Dare to Dream?
Session 4: Dream into Action

EXPLORE

Session 5: Not Yet
Session 6: Stress and Learning
Session 7: Local Barriers Busted

PLAN

Session 8: In Search of Answers
Session 9: Smart Goals

ACT

Session 10: Learning Fair

REFLECT

Session 11: Reflection Session

LEARN: Why we Learn: Photo of online lesson

LEARN

WHY WE LEARN

INSPIRATION

"Learning is finding out what you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know just as well as you. You are all learners, doers, teachers."

— Richard Bach

INTRODUCTION

- Facilitator introduction- sharing
- Introduce course-provide overview of modules
- Student introductions- Icebreakers
- As a group create classroom guidelines

LEARNING FLOW

1. Inspiration Quotes
2. Introduction to course and each other
3. Never Stop Learning
4. Group work: Create a group resume of what we know and how we learned it
5. Personal Reflection- Handing out of journals

INFORMATION

NEVER STOP LEARNING.

https://www.youtube.com/watch?v=NDfew0YcDTo

ACTIVITY

Create group knowledge resume:
Discussion:
There are many ways of learning
Formal, Informal, Self Directed
Example of each... a recipe, fixing an engine, your grandmother telling you a story about your family.
Why do we learn? When is the last time you learned something? How did you learn it? What did you learn? How did you apply it? Why did you learn it?
Now let's create a resume of what we all know and how we came to know it.

REFLECTION

As always, we will use the last 10 minutes of our time together to reflect on our personal learning journey. Please use this time in a way that is best for you. Possibilities may include writing in your journal about discoveries from today, drawing in your journal, or you may just wish to sit in silence and reflect on the quote of the day .

WHAT'S NEXT?

Today we discussed why we learn, what we know, and where we learned it. We discussed our roles as learner, teacher and doer. Next week we will discuss how we learn.

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Education Dynamics: Never Stop Learning
https://youtu.be/NDfew0YcDTo

PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Learn: **Session 1**: **Why we learn (link to online lesson)**

Learning Competency:
Characteristic:
- How to learn from life and everyday experience

Lesson Flow	Time		Motivational Condition and Strategies (See Table 1)	Learning Activity or Facilitator Behavior
Introduction	30		**Inclusion** 1. Allow for Introduction 9. Explicitly introduce important norms and participation guidelines.	• **Facilitator introduction-sharing** • **Introduce course-provide overview of modules** • **Student introductions-Icebreakers** • **As a group create classroom guidelines**
Information	15		**Attitude** 12. Eliminate or minimize any negative conditions that surround the subject. 16. Promote learners personal control of learning	• **Watch video "Never Stop Learning"** https://www.youtube.com/watch?v=NDfew0YcDTo&feature=youtu.be • **Discuss statistics of area of those with education: employment, health, wellness.**
Activity Break – 5 minute	30		**Meaning** 11. Acknowledge different ways of knowing, different languages, and different levels of knowledge or skill among learners. 33. Relate learning to individual's interests, concerns and values.	• **Create group knowledge resume:** • **Discuss the different ways of gaining knowledge: Formal, Informal, Self- Directed** • **Have class and facilitator list things that they know and identify how they learned them creating a group resume.**
Reflection	15		**Competence** 54. Use self -assessment methods… 60. Provide positive closure at the end of significant units of learning.	• **Hand out journals** • **Discuss self-reflection and how the journals will be used to see where we began and where we arrived.**
Supplies				• **Student Journals** • **Pens/ Pencils** • **Colored Pens/ Markers**

LEARN: How we Learn: Photo of online lesson

PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Learn: Session 2: How we learn (link to online lesson)

Learning Competency:
Awareness of Learning process and needs
Characteristic:
How to take control of his or her learning.
How to diagnose strengths and weaknesses as a learner.
How to chart a learning style.
How to learn from television, radio and computers

Lesson Flow	Time		Motivational Condition and Strategy # (See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Inclusion** **20. Encourage the learners.**	• **Inspirational Quote.** Thoughts and questions from last session.
Information	15		**Attitude** **16. Promote Learners personal control of learning.**	• **Vark Learning Styles Video** https://youtu.be/UcysYN6jeRM
Activity Break – 5 minute	45		**38. Use uncertainty, anticipation, and prediction to the degree that learners enjoy them with a sense of security.** **18. Help learners understand that reasonable effort and knowledge can help them avoid failure at learning tasks that suit their capability.** **Meaning** **29. Help learners realize their accountability for what they are learning**	• Ask Students to predict which type of learner they are? • **Vark Learning Questionnaire.** http://vark-learn.com/the-vark-questionnaire/ • **Additional learning style information** : http://vark-learn.com/introduction-to-vark/the-vark-modalities/ • **Group Activity:** Organize by learning style. Discuss: Was your result what you predicted? Did this result surprise you? Does this information make sense in terms of what learning activities are most comfortable?
Reflection	15		**Competence** **54. Use self-assessment methods…** **60. Provide positive closure at the end of significant units of learning.** **55. Foster the intention and capacity to transfer learning.**	• **Possible Journal Reflection:** How could you use this information in other settings? What information that you learned today could you share with someone to help them better explain, or teach something?
Supplies				• Computer Lab • Colored Pencils /Pens • Journal

DREAM: Do you Dare to Dream? Photo of Online Lesson

DREAM

DO YOU DARE TO DREAM?

INSPIRATION

It is not important that our dreams are grand and amazing. What is important is that we dare to dream. Our dreams give us a sense of purpose and meaning to life.
Neemisha Ramchurn

1. Inspiration
2. Video Presentation & Group Discussion
3. Journal Reflection

INFORMATION

To build on our focus for today, we will be watching a video entitled "Do you dare to dream?" After we watch the video, we will partner with another person in class to explore our major takeaways. Each pairing will have the opportunity to share with the group if they wish.

Topics that will be covered in the video:

- Comfort zones
- Learning zone
- Panic zone
- Magic zone
- Change
- Personal vision
- Putting your dreams into action

Do you dare to dream?

DISCUSSION

Find a partner or group and for the next 10 minutes let's discuss our thoughts on the video.

Possible Guiding Questions:

- Did you identify fears that are keeping you from entering the learning or magic zone?
- What did you think of the idea that change is not losing what you had, but adding to what you have?
- Are there people in your life who don't want you to move out of your comfort zone?
- Do you have a clear idea of your dream?

Who would like to share their major takeaways?

REFLECTION

Please pull up the following quotes about dreaming big or if you prefer a hard copy, one is available for you at your desk. Please feel free to take a copy. As always, we will use the last 10 minutes of our time together to reflect on our personal learning journey. Please use this time in a way that is best for you. Possibilities may include writing in your journal about discoveries from today.

https://www.themuse.com/advice/10-quotes-thatll-inspire-you-to-dream-big

WHAT'S NEXT?

Hopefully today we have moved forward on imagining our dreams. Next week we will be moving on to creating a dream board and we will investigate how to turn the dreams we are developing into reality. Thank you everyone and I am looking forward to next week!

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PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Dream: Session 3**: Do you Dare to Dream? (link to online lesson)**

Learning Competency:
- Handling Obstacles

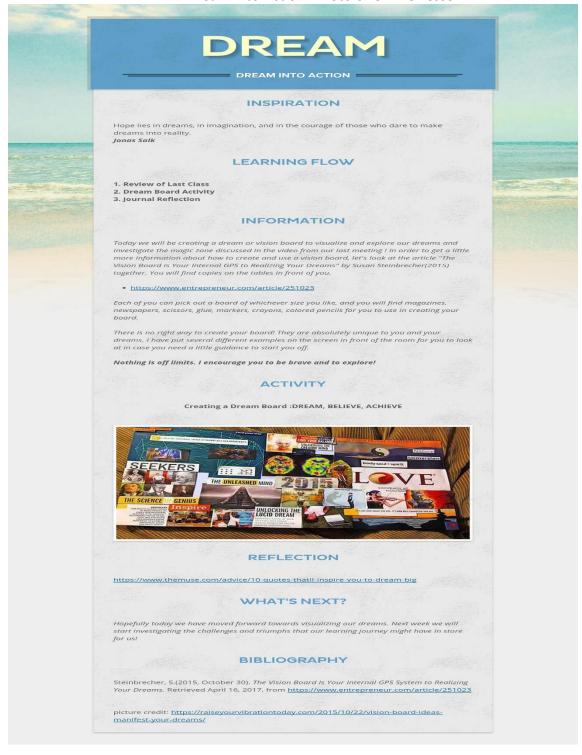**Characteristic:**
- How to overcome personal blocks to learning
- How to use intuition and dreams for learning

Lesson Flow	Time		Motivational Condition and Strategy #(See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Inclusion** 20. Encourage the learners.	• **Inspirational Quote. Thoughts and questions from last session.**
Information	15		**Attitude** 12. Eliminate or minimize any negative conditions that surround the subject. 13. Positively confront the erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.	• **Watch "Do you dare to dream?"** Do you Dare to Dream?
Activity Break – 5 minute	45		**Meaning** 40. Use critical questions to stimulate engaging and challenging reflection and discussion. 33. Relate learning to individual interests, concerns, and values. **Competence** 52. Provide opportunities for adults to demonstrate their learning in ways that reflect their strengths and multiple sources of knowing.	• **In pairs discuss: Did you identify fears that are keeping you from entering the learning or magic zone?** • **What do you think of the idea that change is not losing what you had, but adding to what you have?** • **Are there people in your life who don't want you to move out of your comfort zone?** • **Do you have a clear idea of your dream?** **Group Discussion: Share out and discuss**
Reflection	15		54. Use self-assessment methods… 60. Provide positive closure at the end of significant units of learning. 55. Foster the intention and capacity to transfer learning	• **Possible Reflection on "Quotes that will inspire you to dream big"** • https://www.themuse.com/advice/10-quotes-thatll-inspire-you-to-dream-big
Supplies				• **Computer** • **Copies of article for reflection** • **Journals** • **Colored Pens/Pens/Pencils**

DREAM: Dream into Action: Photo of Online Lesson

DREAM

DREAM INTO ACTION

INSPIRATION

Hope lies in dreams, in imagination, and in the courage of those who dare to make dreams into reality.
Jonas Salk

LEARNING FLOW

1. **Review of Last Class**
2. **Dream Board Activity**
3. **Journal Reflection**

INFORMATION

Today we will be creating a dream or vision board to visualize and explore our dreams and investigate the magic zone discussed in the video from our last meeting ! In order to get a little more information about how to create and use a vision board, let's look at the article "The Vision Board Is Your Internal GPS to Realizing Your Dreams" by Susan Steinbrecher(2015) together. You will find copies on the tables in front of you.

- https://www.entrepreneur.com/article/251023

Each of you can pick out a board of whichever size you like, and you will find magazines, newspapers, scissors, glue, markers, crayons, colored pencils for you to use in creating your board.

There is no right way to create your board! They are absolutely unique to you and your dreams. I have put several different examples on the screen in front of the room for you to look at in case you need a little guidance to start you off.

Nothing is off limits. I encourage you to be brave and to explore!

ACTIVITY

Creating a Dream Board :DREAM, BELIEVE, ACHIEVE

REFLECTION

https://www.themuse.com/advice/10-quotes-thatll-inspire-you-to-dream-big

WHAT'S NEXT?

Hopefully today we have moved forward towards visualizing our dreams. Next week we will start investigating the challenges and triumphs that our learning journey might have in store for us!

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picture credit: https://raiseyourvibrationtoday.com/2015/10/22/vision-board-ideas-manifest-your-dreams/

PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Dream: Session 4: Dream into Action (link to online lesson)

Learning Competency
Identifying Available Learning Opportunities
Characteristic:
How to use intuition and dreams for learning

Lesson Flow	Time		Motivational Condition and Strategy # (See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Attitude** **20. Encourage the learners.**	• **Inspirational Quote.** Thoughts and questions from last session.
Information	15		**16. Promote learners' control of learning.**	• **Dream Board explanation.** https://www.entrepreneur.com/article/251023
Activity Break – 5 minute	45		**26. Make the learning activity an irresistible invitation to learn.** **30. Provide variety in personal presentation style, modes of instruction, and learning materials.** **Meaning** **33. Relate learning to individual interests, concerns and values.** **47. Use invention, artistry, imagination, and enactment to render deeper meaning and emotion in learning.**	• **Create Dream Board**
Reflection	15		**Competence** **54. Use self-assessment methods…** **60. Provide positive closure at the end of significant units of learning.** **55. Foster the intention and capacity to transfer learning**	**Journal reflection** or continue working on dream board
Supplies				Computer Scissors Poster board Glue Sticks Magazines /Local Newspapers Music to play during activity Colored Pencils/Markers

EXPLORE: Not Yet: Photo of online lesson

EXPLORE

NOT YET

INSPIRATION

"Always remember you are braver than you believe, stronger than you seem, and smarter than you think." --Christopher Robin

LEARNING FLOW

1. Inspiration- Quotes
2. TED TALK- Carol Dweck
3. Discussion
3. Activity- Developing Growth Mindset
4. Reflection
5. What's next?

INFORMATION

The power of believing that ...   www.ted.com

Carol Dweck researches "growth mindset" — the idea that we can grow our brain's capacity to learn and to solve problems. In this talk, she describes two ways to think about a problem that's slightly too hard for you to solve. Are you not smart enough to solve it ... or have you just not solved it yet? A great introduction to this influential field.

ACTIVITY

25 WAYS TO DEVELOP A GROWTH MINDSET

http://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/

1. Read article together
2. Focusing on the list, discuss with a partner items on the list you may have already tried, provide examples, and items on the list that you wish to try.
3. Report out on most common items utilized. Least. Why this might be the case?

REFLECTION

As always, we will use the last 10 minutes of our time together to reflect on our personal learning journey. Please use this time in a way that is best for you. Possibilities may include writing in your journal about discoveries from today, drawing in your journal, or you may just wish to sit in silence and reflect on the quote of the day .

WHAT'S NEXT?

Hopefully today we have moved forward in addressing barriers that may come up as we pursue our educational goals and dreams. Next week we will be moving on to Goal Setting and we will investigate how to turn the dreams we are developing into reality. Thank you everyone and I am looking forward to next week!

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25 Ways to Develop a Growth Mindset. (2015, February 10). Retrieved November 4, 2017, from https://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/
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PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Explore: Session 5: **Not Yet** (link to online lesson)

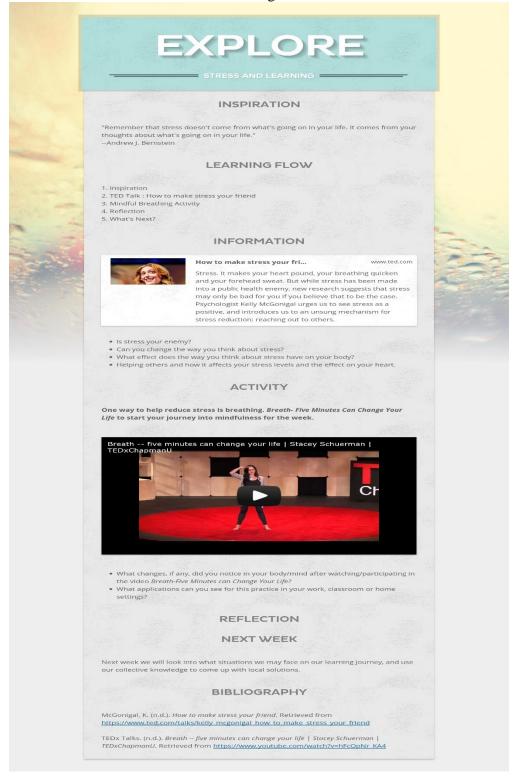**Learning Competency:**
Awareness of Learning process and needs
Handling Obstacles
Characteristic:
How to take control of his or her learning
How to overcome personal blocks to learning

Lesson Flow	Time		Motivational Condition and Strategy #(See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Inclusion** **5. Share something of value with your adult learners** **Attitude** **20. Encourage the learners.**	**Inspirational Quote** Thoughts and questions from last session.
Information	15		**16. Promote learners' personal control of learning.** **17. Help learners understand that reasonable effort and knowledge can help them avoid failure at learning tasks that suit their capability.**	Watch Carol Dweck's TED talk **"The Power of Believing you Can Improve" The power of believing you can improve**
Activity Break – 5 minute	45		**Meaning** **29. Help learners realize their accountability for what they are learning.** **30. Provide variety in personal presentation style, modes of instruction and learning materials.** **40. Use critical questions to stimulate engaging and challenging reflection and discussion.**	**Group** Discuss thoughts on Dweck's TED talk. **Pair Activity** Read 25 Ways to Develop a Growth Mindset **Discuss** items on the list you may have already tried, providing examples and items on the list you might try and why. **Group** Report out on pair findings.
Reflection	15		**54. Use self-assessment methods...** **60. Provide positive closure at the end of significant units of learning.** **55. Foster the intention and capacity to transfer learning**	**Optional Reflection topic:** Surprises about your thought on a growth mindset. What you thought before today, and your thoughts now.
Supplies				Computers Copies of **25 Ways to Develop a Growth Mindset** Pens, Colored Pencils Journals

EXPLORE: Stress and Learning: Photo of Online Lesson

EXPLORE

STRESS AND LEARNING

INSPIRATION

"Remember that stress doesn't come from what's going on in your life. It comes from your thoughts about what's going on in your life."
--Andrew J. Bernstein

LEARNING FLOW

1. Inspiration
2. TED Talk : How to make stress your friend
3. Mindful Breathing Activity
4. Reflection
5. What's Next?

INFORMATION

How to make stress your fri...   www.ted.com

Stress. It makes your heart pound, your breathing quicken and your forehead sweat. But while stress has been made into a public health enemy, new research suggests that stress may only be bad for you if you believe that to be the case. Psychologist Kelly McGonigal urges us to see stress as a positive, and introduces us to an unsung mechanism for stress reduction: reaching out to others.

- Is stress your enemy?
- Can you change the way you think about stress?
- What effect does the way you think about stress have on your body?
- Helping others and how it affects your stress levels and the effect on your heart.

ACTIVITY

One way to help reduce stress is breathing. *Breath- Five Minutes Can Change Your Life* to start your journey into mindfulness for the week.

Breath -- five minutes can change your life | Stacey Schuerman | TEDxChapmanU

- What changes, if any, did you notice in your body/mind after watching/participating in the video *Breath-Five Minutes can Change Your Life?*
- What applications can you see for this practice in your work, classroom or home settings?

REFLECTION

NEXT WEEK

Next week we will look into what situations we may face on our learning journey, and use our collective knowledge to come up with local solutions.

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LEARNING INSTRUCTIONALPLAN
Explore: Session 6: Stress and Learning (link to online lesson)
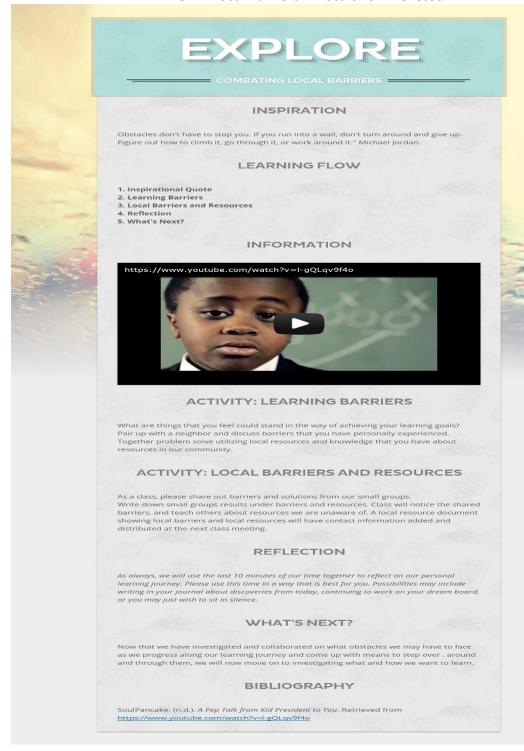
Learning Competency
- Handling Obstacles

Characteristic
- How to overcome personal blocks to learning

Lesson Flow	Time		Motivational Condition and Strategy # (See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Inclusion** **5. Share something of value with your adult learners** **Attitude** **20. Encourage the learners.**	• **Inspirational Quote.** Thoughts and questions from last session.
Information	15		**12. Eliminate or minimize any negative conditions that surround the subject.** **16. Promote learners' personal control of learning.** **26. Make the learning activity an irresistible invitation to learn.**	• **Watch TED talk by Kelly McGonigal on** How to Make Stress Your Friend
Activity Break – 5 minute	45		**Meaning** **29. Help learners realize their accountability for what they are learning.** **33. Relate learning to individual interests, concerns and values.** **34. When possible clearly state or demonstrate the benefits that will result from the learning activity.** **Competence** **59. When learning has natural consequences, help learners be aware of them and their impacts.**	• **Discuss Video** • **Ways to reduce stress** **Watch Breath-Five Minutes Can Change Your Life.** • **Group:** • **Discuss Video and applications to lives of individuals in the class.**
Reflection	15		**54. Use self-assessment methods…** **60. Provide positive closure at the end of significant units of learning.** **55. Foster the intention and capacity to transfer learning**	• **Possible reflection:** • Stress: How I viewed it before, how I view it now….
Supplies				• **Computers** • **Colored Pencils/Pens** • **Journals**

EXPLORE: Local Barriers: Photo of online lesson

EXPLORE

COMBATING LOCAL BARRIERS

INSPIRATION

Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it." Michael Jordan.

LEARNING FLOW

1. Inspirational Quote
2. Learning Barriers
3. Local Barriers and Resources
4. Reflection
5. What's Next?

INFORMATION

https://www.youtube.com/watch?v=l-gQLqv9f4o

ACTIVITY: LEARNING BARRIERS

What are things that you feel could stand in the way of achieving your learning goals? Pair up with a neighbor and discuss barriers that you have personally experienced. Together problem solve utilizing local resources and knowledge that you have about resources in our community.

ACTIVITY: LOCAL BARRIERS AND RESOURCES

As a class, please share out barriers and solutions from our small groups.
Write down small groups results under barriers and resources. Class will notice the shared barriers, and teach others about resources we are unaware of. A local resource document showing local barriers and local resources will have contact information added and distributed at the next class meeting.

REFLECTION

As always, we will use the last 10 minutes of our time together to reflect on our personal learning journey. Please use this time in a way that is best for you. Possibilities may include writing in your journal about discoveries from today, continuing to work on your dream board, or you may just wish to sit in silence.

WHAT'S NEXT?

Now that we have investigated and collaborated on what obstacles we may have to face as we progress along our learning journey and come up with means to step over , around and through them, we will now move on to investigating what and how we want to learn.

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PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Explore: Session 7: **Local Barriers: Busted (link to online lesson)**

Learning Competency
- Handling Obstacles
- Gaining Processing and Assimilating Knowledge

Characteristic
- How to take control of his or her learning
- How to overcome personal blocks to learning
- How to negotiate the educational bureaucracy

Lesson Flow	Time		Mot Motivational Condition and Strategy # (See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Inclusion** **5. Share something of value with your adult learners**	**Inspirational Quote.** Thoughts and questions from last session.
Information	15		**Attitude** **20. Encourage the learners.**	**Pep talk from the Kid President**
Activity Break – 5 minute	45		**16. Promote learners' personal control of learning.** **11. Acknowledge different ways of knowing, different languages, and different levels of knowledge or skill among learners.** **Meaning** **28. Provide frequent response opportunities to all learners on an equitable basis.** **33. Relate learning to individual interests, concerns and values.** **34. When possible, clearly state the benefits that will result from the learning activity.** **Competence** **51. Use authentic performance tasks to deepen new learning and help earners proficiently apply this learning to their real lives.**	**Pair Discussion:** With a neighbor discuss barriers that you have personally experienced**.** Problem solve utilizing local resources and knowledge that you have about resources in our community. **Group Discussion:** Write down results as a group under barriers and resources. Class will notice the shared barriers, and teach others about resources we are unaware of. **(A local resource document showing local barriers and local resources will have contact information added and distributed at the next class meeting.)**
Reflection	15		**60. Provide positive closure at the end of significant units of learning.** **55. Foster the intention and capacity to transfer learning**	**Possible reflection?** Barriers and Resources
Supplies				**Computers** **Colored Pencils/Pens** **Journals**

PLAN: In Search of Answers: Photo of online lesson

PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Plan: **Session 8**: **In Search of Answers** (link to online lesson)

Learning Competency
- Knowledge: Gaining, Processing, and Assimilating
- Transfer of Knowledge: Apply knowledge and skills in a variety of contexts.

Characteristic:
- How to learn from television, radio and computers
- The criteria for sound learning objectives
- How to the learn the most from a conference or workshop

Lesson Flow	Time		Motivational Condition and Strategy # (See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Inclusion** **5. Share something of value with your adult learners** **Attitude** **20. Encourage the learners.**	**Inspirational Quote.** Thoughts and questions from last session. Handout of Resources from last session.
Information	15		**17. Help learners effectively attribute their success to their capability, effort, and knowledge.**	**Why is Critical Thinking so Important?**
Activity Break – 5 minute	45		**Meaning** **29. Help learners realize their accountability for what they are learning.** **30. Provide variety in personal presentation style, modes of instruction, and learning materials** **33. Relate learning to individual interests, concerns, and values.** **41. Use relevant problems, research, and inquiry to facilitate learning.** **Competence** **51. Use authentic performance tasks to deepen new learning and help earners proficiently apply this learning to their real lives.**	**Visit to Library** **Presentation** by librarian on utilizing online resources and critical inquiry. **Activity**: Look for information about learning interests using Critical Thinking Cheat Sheet to analyze findings**.** **The Ultimate Cheatsheet for Critical Thinking Skills** **Group Discussion:** New techniques, something that surprised you, something you thought to be true that was not.
Reflection	15		**60. Provide positive closure at the end of significant units of learning.** **55. Foster the intention and capacity to transfer learning**	**Possible Reflection:** Critical Thinking: How can I use this in my daily life?
Supplies				Computers Print **The Ultimate Cheatsheet for Critical Thinking** Colored Pencils Pencils Journals

PLAN: Smart Goals: Photo of Online Lesson

PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Plan: Session 9: Smart Goals (link to online lesson)

Learning Competency
- Transfer of Learning: Apply knowledge and skills in a variety of contexts
- Knowledge: Gaining, Processing and Assimilating

Characteristic
- The criteria for sound learning objectives
- How to develop a personal learning plan
- How to develop a personal learning plan

Lesson Flow	Time		Motivational Condition and Strategy # (See Table 1)	Learning Activity or Facilitator Behavior
Introduction	10		**Inclusion** 4. Share something of value with your adult learners. 8. Assess learners' current expectations, needs, goals, and previous experience as it relates to your course or training.	**Inspirational Quote.** Thoughts and questions from last session.
Information	15		**Attitude** 16. Promote learners' personal control of learning.	**Watch Video : Smart Goals**
Activity Break – 5 minute	45		17. Help learners effectively attribute their success to their capability, effort and knowledge. 23. Use goal setting methods. 22. Help learners understand and plan for the amount of time needed for successful learning. **Meaning** 29. Help learners realize their accountability for what they are learning. 33. Relate learning to individual interests, concerns and values.	**Discuss Video as a group. Read Goal Setting Quotes** Use Smart Goals Worksheet to explore possible smart goals **Smart Goals Worksheet** Discussion: How our information last week informed our goals, what surprised us.
Reflection	15		**Competence** 55. Foster the intention and capacity to transfer learning.	Possible Reflection: What other areas of our life could we use smart goals for?
Supplies				Computers Handouts of **Smart Goals Worksheet** Colored Pencils Pens Journals

PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Act: Session 10: Learning Fair

Learning Competency
- Transfer of Learning: Apply knowledge and skills in a variety of contexts
- Knowledge: Gaining, Processing, and Assimilating
- Identifying Available Learning Opportunities
- Aware of learning process and needs

Characteristic
- How to negotiate the educational bureaucracy
- How to develop a personal learning plan
- How to learn from life and everyday experience
- How to take control of his or her learning

Lesson Flow	Time		Motivational Condition and Strategy #(See Table 1)	Learning Activity or Facilitator Behavior
Introduction	30		**Inclusion** **1. Allow for introductions** **7. Emphasize the human purpose of what is being learned and its relationship to the learners' personal lives.**	**Introduce Local Representatives:** have them share out about personal experiences with learning**.**
Activity	60		**Attitude** **16. Promote learners' personal control of learning.** **20. Encourage the learners** **26. Make the learning activity an irresistible invitation to learn** **23. Use goal-setting methods** **Meaning** **33. Relate learning to individual interests, concerns and values.** **Competence** **51. Use authentic performance tasks to deepen new learning and help learners proficiently apply this learning to their real lives.**	**Learning Fair:** Students have the opportunity to circulate amongst presenters. **Enrollment Opportunities** will be available to enroll in courses, college, high school completion, trade schools, community education that address groups learning goals.
Supplies				**Facilitator will have made previous arrangements for presenters to be present. Room set up with tables.**

PATHWAYS TO LEARNING INSTRUCTIONAL PLAN
Reflect: Session 11: Reflection Session

Learning Competency
- Awareness of learning process and needs

Characteristic
- How to help others learn more effectively
- How to learn from a mentor
- The conditions under which adults learn best

Lesson Flow	Time		Motivational Condition and Strategy # (See Table 1)	Learning Activity or Facilitator Behavior
Introduction			**Inclusion** **2. Provide opportunity for multidimensional sharing.** **5. Use collaborative and cooperative learning.**	N/A
Information			**Attitude** **27. Use KWL Strategy to introduce new topics and concerns.**	N/A
Activity	90		**Meaning** **37. Selectively use examples, analogies, metaphors, and stories.** **40. Use critical questions to stimulate engaging and challenging reflection and discussion** **Competence** **54. Use self-assessment methods to improve learning and to provide learners with the opportunity to construct relevant insights and connections**	**Reflection Potluck Discussion:** Where have we been and where do we go from here**.** **Sharing of reflections on personal learning journey from the first session to last.** **Sharing of discoveries** **Sharing of resources**
Reflection				N/A
Supplies				**Room: Potluck Area** **Plates** **Silverware** **Cups** **Drinks**

Table 1

Wlodkowski's (2008) Motivational Strategies

Motivational Condition	Motivational Purpose	WLODKOWSKI'S MOTIVATIONAL STRATEGIES
Inclusion: **(Beginning learning activities)**	To engender an awareness and felling of connection among adults	1. Allow for introductions 2. Provide an opportunity for multidimensional sharing. 3. Concretely indicate your cooperative intentions to help adults learn. 4. Share something of value with your adult learners. 5. Use collaborative and cooperative learning 6. Clearly identify the learning objectives and goals for instruction. 7. Emphasize the human purpose of what is being learned and its relationship to the learners 'personal lives and current situations.
		8. Assess learners' currently expectations, needs, goals , and previous experience as it relates to your course or training
	To create a climate of respect among adults	9. Explicitly introduce important norms and participation guidelines. 10. When issuing mandatory assignments or training requirements, give your rationale for them. 11. Acknowledge different ways of knowing, different languages, and different levels of knowledge or skill among learners.
Attitude (Beginning learning activities)	To build a positive attitude toward the subject	12. Eliminate or minimize any negative conditions that surround the subject. 13. Positively confront the erroneous beliefs, expectations, and assumptions that may undermine a negative learner attitude. 14. Use differentiated instruction to enhance successful learning of new content. 15. Use assisted learning to scaffold complex learning.
	To develop self-efficacy for learning	16. Promote learners' personal control of learning. 17. Help learners effectively attribute their success to their capability, effort, and knowledge.

Motivational Condition	Motivational Purpose	WLODKOWSKI'S MOTIVATIONAL STRATEGIES
		18. Help learners understand that reasonable effort and knowledge can help them avoid failure at learning tasks that suit their capability. 19. Use relevant models to demonstrate expected learning 20. Encourage the learners
	To establish challenging and attainable learning goals	21. Make the criteria of assessment as fair and clear as possible. 22. Help learners understand and plan for the amount of time needed for successful learning. 23. Use goal-setting methods. 24. Use learning contracts.
	To create relevant learning experiences	25. Use the entry points suggested by multiple intelligences theory as ways of learning about a topic or concept. 26. Make the learning activity an irresistible invitation to learn. 27. Us the K-W-L strategy to introduce new topics and concepts.
Meaning (during learning activities)	To maintain learners' attention	28. Provide frequent response opportunities to al learners on an equitable basis 29. Help learners realize their accountability for what they are learning. 30. Provide variety in personal presentation style, modes of instruction, and learning materials. 31. Introduce, connect and end learning activities attractively and clearly. 32. Selectively use breaks, settling time, and physical exercises.
	To evoke and sustain learners' interest	33. Relate learning to individual interests, concerns, and values. 34. When possible, clearly state of demonstrate the benefits that will result from the learning activity. 35. While instructing, use humor liberally and frequently. 36. Selectively induce parapathic emotions. 37. Selectively use examples, analogies, metaphors and stories. 38. Use uncertainty, anticipation, and prediction to the degree that learners enjoy them with a sense of security.

Motivational Condition	Motivational Purpose	WLODKOWSKI'S MOTIVATIONAL STRATEGIES
		39. Use concept maps to develop and link interesting ideas and information.
	To deepen learners' engagement and challenge	40. Use critical questions to stimulate engaging and challenging reflection and discussion. 41. Use relevant problems, research, and inquiry to facilitate learning. 42. Use intriguing problems and questions to make initially irrelevant material more meaningful. 43. Use case study methods to enhance meaning.
	To enhance learners' engagement, challenge, and adaptive decision making.	44. Use role playing to embody meaning and new learning within a more realistic and dynamic context. 45. Use simulations and game sot embody the learning of multiple concepts and skills that require a real-life context and practice to be learned. 46. Use visits, internships and service learning to raise awareness, provide practice, and embody the learning of concepts and skills in authentic settings. 47. Use invention, artistry, imagination, and enactment to render deeper meaning and emotion in learning.
Competence (Ending learning activities)	To engender competence with assessment	48. Provide effective feedback 49. Avoid cultural bias and promote equity in assessment procedures. 50. Make assessment tasks and criteria clearly know to learners prior to their use 51. Use authentic performance tasks to deepen new learning and help learners proficiently apply this learning to their real lives 52. Provide opportunities for adults to demonstrate their learning in ways that reflect their strengths and multiple sources of knowing. 53. When using rubrics, make sure they assess the essential feature of performance are fair, valid, and sufficiently clear so that learners can accurately self-assess. 54. Use self-assessment methods to improve learning and to provide learners with the

Motivational Condition	Motivational Purpose	WLODKOWSKI'S MOTIVATIONAL STRATEGIES
		opportunity to construct relevant insights and connections.
	To engender competence with transfer	55. Foster the intention and capacity to transfer learning.
	To engender competence with communication and rewards	56. When necessary, use constructive criticism 57. Effectively praise and reward learning. 58. Use incentives to develop and maintain adult motivation in learning activities that are initially unappealing but personally valued. 59. When learning has natural consequences, help learners to be aware of them and of the impact. 60. Provide positive closure at the end of significant units of learning.

(Wlodkowski, 2008, 382-385, Table 9.1)

Table 2

Learning Competencies and Learner Characteristics

Competency	European Union	Smith's Characteristics
Learning	*-Awareness of Learning process and needs*	• How to take control of his or her learning. • How to diagnose strengths and weaknesses as a learner. • How to chart a learning style. • How to use intuition and dreams for learning.
	-Identifying Available Learning Opportunities	• How to develop a personal learning plan.
	-Handling Obstacles	• How to overcome personal blocks to learning
Knowledge	*-Gaining, Processing, and Assimilating*	• The criteria for sound learning objectives. • The conditions under which adults learn best. • How to negotiate the educational bureaucracy • How to learn from television, radio and computers
Transfer of Learning	*-Apply knowledge and skills in a variety of contexts- home, work, in education and training*	• How to learn from life and everyday experience • How to lead and participate in discussion and problem-solving groups • How to learn the most from a conference or workshop. • How to learn from a mentor. • How to help others learn more effectively

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