Methodology for refugee adult education:

Theory
Instructional shifts
Design

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Think, pair, share:

**Question:**
Based on your experience delivering T&TA, what is something you have learned about best practices for teaching adults in beginning farmer training programs (specifically literacy-level English-language-learning refugees, if that is your program population).
Objective:
• By the end of the training session, participants will understand how to plan workshops that are appropriately leveled and culturally relevant.

• Assessment: Participants will be able to fill out the workshop planning template by writing objectives and assessment activities.

Agenda:
• Think, Pair, Share
• Experiential learning cycle
• Objective writing and assessment activity intro
• Group activity
• Reflection / discussion
• Apply to your own workshop idea (if time)
• Reflection and questions
Experiential learning cycle

**FIND OUT**
what participants know and do

**BUILD ON**
What participants know and do

**PARTICIPANTS APPLY LEARNING**
(in real world)

**PARTICIPANTS PRACTICE**
new skills (in controlled setting)

- Reflect on action
- Reflect on practice
- Clarify content and concepts

Experiential learning cycle
Find out farmer background and knowledge

- Literacy level
- Language level
- Farming level
- Age
- Culture
- Formal education
1st step: Write your learning objective
2nd step: Think of your assessment activity
3rd step: Create your learning plan
<table>
<thead>
<tr>
<th>Content driven vs.</th>
<th>Objective driven</th>
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<tbody>
<tr>
<td>More is more</td>
<td>Less is more</td>
</tr>
<tr>
<td>Coverage</td>
<td>Evidence of learning</td>
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<tr>
<td>Instructor driven / traditional</td>
<td>Farmer driven / responsive</td>
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**EXAMPLE:**

“Seasonality and crop planning
Introduce the seasons / show calendars
Show examples of crop planning, how many times per season to plant”

**EXAMPLE:**

Farmers will understand and be able to apply the concept of seasonality and market to plan their planting schedule for the season

“Farmers will complete a group crop planning simulation chart (large, picture based) in order to apply their understanding of seasonality”
Learning assessment re-imagined

Performative / applied / directly relevant / differentiated

**EXAMPLES:**

- Role play (realia, demonstrations, displays)
- dialogue / simulations (fill in the blank)
- flash card matching games or identification games (manipulation, picture based)
- prioritizing games, making choices, reflecting
Workshop topic/ title

<table>
<thead>
<tr>
<th>Step 1—Learning objectives</th>
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<tbody>
<tr>
<td><em>What should farmers know, understand, and be able to do as a result of the lesson? Keep it simple!</em></td>
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<td><strong>By the end of the workshop, farmers will be familiar with the top five most common questions that customers ask at farmers markets, and will know up to five key vocabulary words for these transactions.</strong></td>
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<tr>
<th>Step 2—Assessment Evidence</th>
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<tr>
<td><strong>Performance task—What will farmers do to show what they have learned?</strong></td>
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<td><strong>Farmers will demonstrate their learning by applying key phrasing and new vocabulary skills in role play simulations of farmer's market transactions.</strong></td>
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<tr>
<th>Step 3—Learning Plan</th>
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<tr>
<td><strong>Learning activities (step by step from start to finish, detailed enough for another staff member to follow)</strong></td>
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<tr>
<td><strong>Resources and materials needed:</strong></td>
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<td>Pre teaching: vocabulary etc.</td>
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<tr>
<td>Creating dialogue strips for practicing</td>
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<tr>
<td>Modeling</td>
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<tr>
<td>Role activity</td>
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</table>
Group activity directions:

**READ:**
Think of something you have taught or will teach and want to think through / improve

**ASSIGN:** (roles: timekeeper, scribe, presenter)

**DO:**
- Fill in the objective, thinking of how you will measure learning
- Write in your assessment activities
- Sketch out a learning plan

**REPORT:**
- Answer the questions on your prompt about what makes this appropriately leveled and culturally responsive.

**REFLECT and QUESTIONS** (in large group)
Learning plan strategies to consider:

Adapting and scaffolding resources
- Reviewing
- Pre-teaching
- Chunking
- Modeling

Differentiating instruction
- Grouping
- Self directed

- Peer Teaching
- Performative
- Realia
- LEA (language experience approach)
- TPR (total physical response)
- Hands-on / participatory activity in text rich environment
Questions and Reflections

Apply to your own workshop plan
How did it go?
What questions came up?
What seems useful from this template?