Fred Halverson

INSTRUCTOR MANUAL

PROGRAMMING FOR ADULT DEVELOPMENT

prepared for

ASSOCIATION OF CO-OPERATIVE EDUCATORS

INSTITUTE ON CO-OPERATIVE EDUCATION

Farmland School,
Kansas City, Mo.

June 20 - 22, 1972.

By: H. E. Chapman, and
H. B. Neufeldt.

COURSE OF STUDY

I. TOPIC

Programming for Adult Development.

II. OBJECTIVE

To help the participants develop comprehension of a programming process for adult development through focus on the Western Co-operative College programming process.

III. CLIENTELE

Co-operative educators and trainers in attendance at the 1972 A.C.E. Institute on Co-operative Education.

IV. SITUATION ANALYSIS

* This is part of the program of the Institute on Co-operative Education.
* Focus is on programs that work.
* Participants vary in age, education, experience, type of co-operatives, philosophy.
* About 60 participants are expected.
* We have one hour on Tuesday afternoon and one and one-half hours on Thursday.
* The target group for use as an example is to be elected officials.

V. UNITS AND CONTENT

A. COLLEGE PROGRAMMING PROCESS

1. Programming Process.
2. Concepts for Adult Development.
3. Self Diagnostic Guide for Elected Officials.

B. DEVELOPMENT OF COURSE OF STUDY FOR ELECTED OFFICIALS

1. Purpose of a Course of Study.
2. Headings for a Course of Study.
3. The Units and Content for Instruction.
4. Curriculum for Each Unit.
   - ✓(a) Instructional Objective,
   - ✓(b) Learning Activities,
   - ✓(c) Teaching Aids,
   - ✓(d) Teacher's Reference.
5. Lesson Plan.

Course of study based on Self Evaluation Guide

COURSE OF STUDY

I. TITLE

Programming for Adult Development.

II. OBJECTIVE

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III. OBJECTIVES

Cooperative educators and trainers in action use at the 1972 A.A.C.E. Institute on Cooperative Education.

IV. SETTING AND ACTIVITY

To help participants of the program of the Institute on Creative Leadership.

- This is an intensive week.
- Participants vary in age, education, experience, and type of co-operatives, philosophy.
- About 60 participants are expected.
- We have one hour on Tuesday afternoon and one and one-half hours on Thursday.
- The topical group for use as an example to be selected officially.

V. WHAT'S AND CONTENT?

A. COLLEGE PROGRAMMING PROCESS:

1. Programming Process.
2. Concepts for Adult Development.
3. Self Disciplinary Skills for Planned Efficiency.

B. DEVELOPMENT OF COURSE TO STUDY YOUR ENTIRE OFFICERS

1. Purpose - a course of study.
2. Heading for a course of study.
3. The Single and Centers for Instruction.
4. Curriculum for Each Unit.
   (a) Frameworks: Objectives
   (b) Learning Activities.
   (c) Teaching Aids.
   (d) Teacher's References.
5. Program Pl .

C. EVALUATION

VI. CURRICULUM FOR EACH UNIT

UNIT A - College Programming Process

Time	Instructional Objectives	Learning Activities	Teaching Aids	Teacher Reference
15 min.	1. Able to comprehend the programming process for adult development.	Lecture Discussion	Transparency Handout	"Programming process of W.C.C."
40 min.	2. Able to comprehend concepts for adult development.	Lecture Discussion	Handout Transparencies Chalkboard	"Concepts relating to adult growth"
15 min.	3. Able to comprehend purpose of self diagnostic guide and respond positively to completion of self diagnostic guide for elected officials.	Lecture Discussion Completion of self diagnostic guide	Handout - Self diagnostic guide for elected officials	
UNIT B -	Development of Course	of Study for	Elected Officials	
10 min.	1. Able to comprehend the purpose and headings for a course of study.	Lecture Observation	Handout Transparency	
10 min.	2. Able to comprehend the selection of units and content through analysis of a completed self diagnostic guide.	Lecture Observation Discussion	Handout - (Analysis of self diagnostic guide)	
60 min.	3. Able to apply and respond positively to the concept of curriculum development.	Lecture Assignment Reports Discussion	Assignment (group) (Development of a curriculum in a course of study)	
5 min.	4. Able to comprehend the concept of a lesson plan.	Lecture	Handout (Sample lesson)	
UNIT C -	Evaluation			
10 min.	Able to comprehend the evaluation and the recycling process in programming development.	Lecture Individual tutoring	Handout (process) Handout - course of study used	

C. EVALUATION

VI. CURRICULUM FOR ACP UNIT

UNIT A - College program [illegible] process

Time	Instruction Objectives	Learner Activities	Teaching Aids	Teacher Notes
15 min	1. Able to comprehend the gen[illegible] [illegible] case for [illegible] development	Lecture [illegible]	Handout	[illegible]
40 min	2. Able to comprehend [illegible] concept of [illegible] development	[illegible]	Handout Transparency	Concept [illegible] to adult growth
15 min.	3. Able to comprehend purpose of self diagnostic guide, and respond positively to completion of self diagnostic guide [illegible] elected officials.	Lecture [illegible] completion of self diagnostic guide	Handout Self diagnostic guide	
UNIT B - Development of Course of Study for [illegible]				
10 min.	1. Able to comprehend the purpose and [illegible] for a course study.	Lecture [illegible] observation	Handout Transparency	
10 min.	2. Able to comprehend the selection of units or [illegible] through analysis of a completed self diagnostic guide.	Lecture [illegible] observation [illegible]	Handout Analysis of self diagnostic guide.	
20 min	3. Able to apply and respond positively to the concept of curriculum development.	Lecture Assignment Reports Discussion	Assignment (group) (Development of a curriculum in a course of study)	
5 min.	4. Able to comprehend the concept of a lesson plan.	Lecture	Handout (Sample lesson)	
UNIT C - [illegible] Evaluation				
20 min.	Able to comprehend the evaluation and the reporting of cases in program [illegible] development.	Lecture Individual study	Handout (process) Handout - [illegible] of [illegible] study guide	

LESSON PLAN

UNIT A - COLLEGE PROGRAMMING PROCESS

Date - June 20, 1972.

Time	Instructional Objectives	Instructor Activity
15 min.	1. Able to comprehend the programming process for adult development.	- Handout "Instructor Manual". - Lecture - following notes "Programming Process" and using transparency with overlays to illustrate the steps in the process. - Deal with questions from the participants.
40 min.	2. Able to comprehend concepts for adult development.	- Refer to "Concepts Relating to Adult Growth". - Stress the focus on the individual. - Introduce "Classification of Instructional Objectives" - use transparency. - Follow transparency "Cognitive Domain". - Follow transparency "Affective Domain". - Follow Section V. of notes.
15 min.	3. Able to comprehend purpose of self diagnostic guide and respond positively to completion of self diagnostic guide for elected officials.	- Follow Section VI. of note material. Explain use of S.D.G. - Assign S.D.G. to participants for completion.

Time	Instructional objectives	Instructor Activity
10 min.	1. Have a certain understanding of issues for adult development.	
40 min.	2. Relate the theme and understand adult	- Review of "Concepts relating to Adult Growth". - Stress the focus on the individual. - Introduce classification of Instructional Objectives - Use transparency - Action experiences - Cooperative learning. - Future learning experiences - Future learning experiences - Relate specific to objectives.
10 min.	3. Relate to concepts of adult, gerontologic and the psychology in pierces of well gerontologic media for adult.	- Review Learning 1. on page of Exploring Sex in G.D. - Asking S.O. to summarize - make the connections.

PROGRAMMING PROCESS OF WESTERN CO-OPERATIVE COLLEGE

I. INTRODUCTION

The programming process is an application of systems concepts to the designing of programs. It is directed to those responsible for planning, implementing and evaluating development programs in co-operatives and for other clients of Western Co-operative College. The process is a collaborative one requiring a high degree of sharing of information and co-ordination of efforts.

The process is based on experience gained by the College over the years and concepts learned in graduate study. The contributions of co-operatives and their education and training personnel is gratefully acknowledged.

II. STEPS

The steps in the process are outlined as follows:

A. CONSULTATION

This involves meeting with key people in the organization, for example, the general manager and division managers, to develop understanding of the programming process and to identify target groups in the organization to receive priority for development during the coming year.

B. ANALYSIS

For each target group, a study is made of the duties and responsibilities of the job and the competencies required for each.

A self diagnostic guide is prepared and pretested. It is administered to each person in the target group. The guides are analyzed and a report prepared.

The analysis includes identification by the organization of priority concerns for the coming year.

Thus, the major areas for development are determined.

C. DESIGN PROGRAM

Programs are designed for the areas identified in the analysis and which are agreed upon with the organization. These might be for groups, for example, through courses or

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seminars, or for individual study through such methods as a correspondence course or individual reading and experience assignments.

D. PROGRAM IMPLEMENTATION

Programs might be implemented in one or a combination of ways:

1. By the College, at a location or locations agreed upon with the client.

2. By people in the organization, in which the College role might be "training the trainer".

3. By another training person or agency.

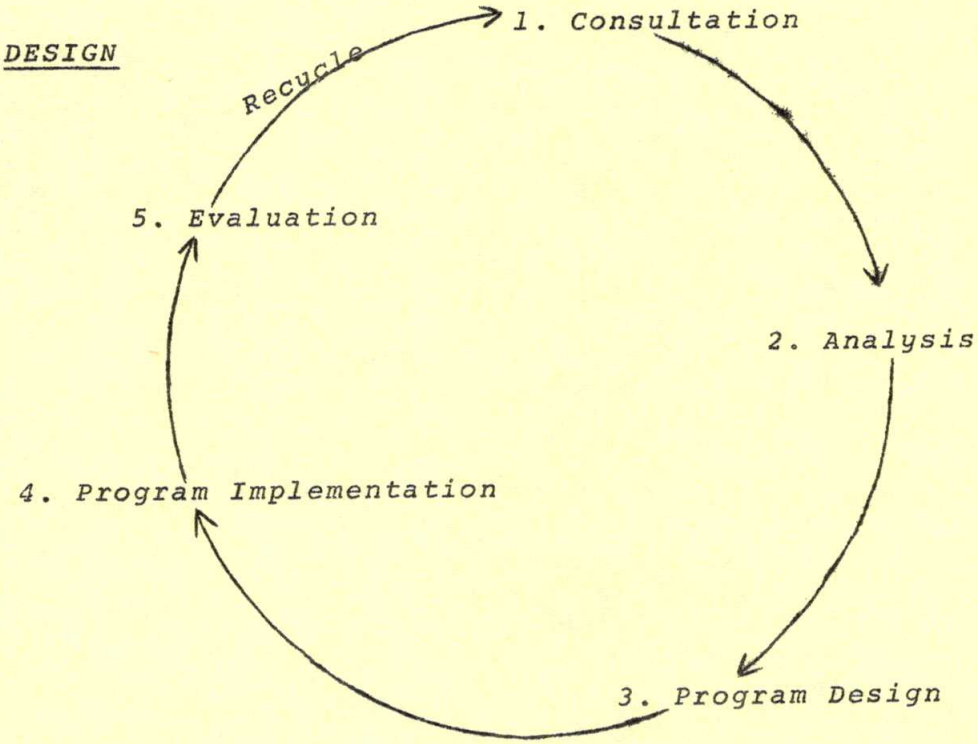
E. EVALUATION

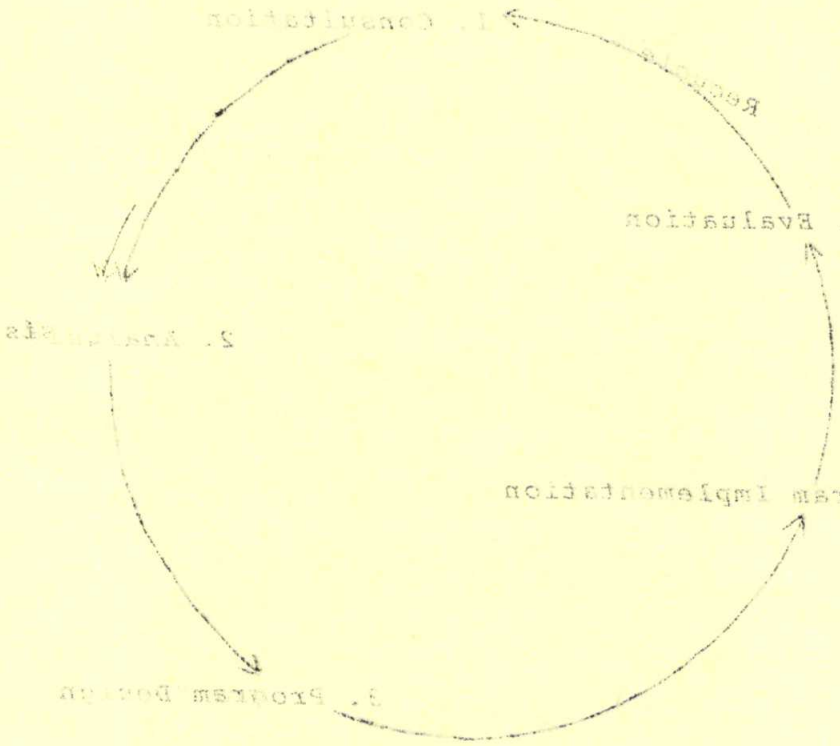
Evaluation would be happening throughout the process. However, a specific evaluation is scheduled for the end of the planning period. This would appraise progress in achieving the various development objectives.

F. RECYCLE

The recycling process would determine areas for followup. It would also identify target groups on which the process would concentrate during the following year.

III. DESIGN




1. Consultation
2. Analysis
3. Program Design
4. Program Implementation
5. Evaluation
Recycle

WESTERN CO-OPERATIVE COLLEGE

CONCEPTS RELATING TO ADULT GROWTH

I. INTRODUCTION

Research and study over the past few years have identified a number of concepts that are helpful in planning learning activities for adults. These should increase the efficiency of both the dollars, as well as the hours, invested in adult learning activities.

II. FOCUS ON THE INDIVIDUAL

Growth, development or change takes place in individuals. Each individual is different and at different levels of development. The ultimate planning should focus on the individual person.

III. OBJECTIVE OF DEVELOPMENT

The objective of education and training programming should be the development of a "fully functioning" person. The definition of fully functioning person is one who understands his role or job, and who is carrying it out somewhere close to his level of ability.

IV. CLASSIFYING INSTRUCTIONAL OBJECTIVES

Research over the past few years has contributed to a classification of objectives which expands on the concepts of knowledge, skills and attitudes by recognizing the degrees of complexity for each. The classification includes three general areas:

- cognitive (knowledge),
- affective (attitudes), and
- psychomotor (skills).

For the cognitive area, six levels of complexity are identified as follows:

1. Knowledge - able to define, recall, be familiar with.

2. Comprehension - able to interpret, or make sense of, the information.

3. Application - able to use in specific situations.

4. Analysis - able to identify the parts and relationships.

5. Synthesis - able to put together separate parts to form a whole. For example, to write, to plan, to develop objectives, bylaws, etc.

6. Evaluation - able to make judgements, use standards in appraising alternatives, and make comparisons.

The research indicates that much present training is carried on at the "knowledge" level, whereas the real payoff comes from programming for learning at the higher levels of complexity.

The affective (attitude) area has been classified in five levels:

1. Receiving - prepared, or willing, to receive the information - tolerance.

2. Responding - willing to respond through questions, head-nodding, etc.

3. Valuing - prepared to compare with other values held by the individual.

4. Organization - prepared to organize the new concepts into his value-system.

5. Integration - of the beliefs, ideas and attitudes into his personal value complex and philosophy.

The skills area has not been classified to the present time. However, there is recognition of levels of complexity of learning in the skills area.

Concentrated periods of learning, but looked ~~together~~ continuity. Not just shots of learning alone.

Theory — Practice

Spiralling Concept
Theory & then same practice.

It should be recognized that learning must be achieved in the less complex levels first. Once the individual has conquered the less complex levels, the learning activities should help him to learn at the more complex levels.

V. ARTICULATED UNITS OF LEARNING

This concept infers a combination of methods and media to help the individual move from his present level of learning to that desired. The units could include courses, conferences, workshops, reading assignments, on-the-job experience, and counselling.

VI. DETERMINING PRESENT LEVEL AND APPRAISING PROGRESS

The questions are: Who should determine the present level of development of an individual adult, and who should decide the program to help him to move towards being more fully functioning in his role? It is suggested that three people be involved. The first would be the individual himself. He is the most important one in feeling comfortable about his level of performance. The second should be the person at the next level above him in the structure, for example, his supervisor. A third person should be in a counselling role, and might be an educational fieldman, the person in charge of personnel, a training director, or some other person acceptable to the two for the counselling role. The third person should have knowledge of sources of training available.

It is proposed that a self diagnostic guide be developed and used in helping the individual:

1. Identify the detailed responsibilities of his role.

2. Identify the competencies required for each responsibility.

3. Identify his present level of competence in each.

4. Plan the learning activities required to make him feel more competent in his job or other responsibility.

The self diagnostic guide would be completed by the individual, and then checked with the other two people. The three would then jointly work out the development program for the following year,

identifying the number of days, and the cost involved. They would also have in mind the longer-term program required for the person to become fully functioning in his role.

VII. COURSE OF STUDY

A course of study provides the overall plan to be used by an instructor in preparing his detailed lesson plans for conducting a course or units of a course. It provides for analysis of the students; also for the stating of instructional objectives in such a way as to identify the level of learning desired. The suggested headings for a course of study are as follows:

1. *The Topic - identify the general area for instruction.*

2. *Objective - identify the aim or overall purpose of the course of study.*

3. *Clientele - identify the participants, the number, their role, etc.*

4. *Situation Analysis - identification of key items significant to the planning and development of this program, including needs, interests, and characteristics of participants, and concerns of their organization.*

5. *Units and Content for Instruction - units identify the main topics to be included in the program, for example, the topics for each quarter or half-day of instruction. The content lists identify the key concepts to be studied in each unit.*

6. *Curriculum for Instruction - this includes four headings:*

   (a) *Instructional objectives - to be stated for each content item and expressed to indicate the level of learning desired.*

   (b) *Learning activities - lists learning activities appropriate to the level of learning desired and the time available.*

   (c) *Teaching aids - list of teaching aids for each instructional objective; for example, handouts, transparencies, slides, and assignments.*

(d) Teacher's reference - this identifies the references the teacher could use in preparing for instruction.

A course of study can assist in clarifying the concepts desired by the sponsor of a course or seminar. It permits developing understanding of the degree or level of learning desired for each of the key concepts. A course of study can also be helpful where a number of instructors are teaching the same broad topic area.

VIII. LESSON PLAN

A lesson plan is the plan prepared by the individual instructor for his use in applying the course of study in a learning activity. It would be developed for each instructional objective, although several might be on one page.

The lesson plan might include the following information:

1. Topic.
2. Timing.
3. Instructional objective.
4. Instructor activity.
5. Materials and equipment required.

IX. COMMENT

The effective use of the above concepts should help to improve the usefulness of the time spent by individual participants. It should also increase the efficiency of dollars invested in the development of a person.

Harold E. Chapman,
June 5, 1972.

June 12, 1972.

SELF DIAGNOSTIC GUIDE FOR A CO-OPERATIVE DIRECTOR

Name: _____ Date: _____

PURPOSE:

The purpose of this guide is to help the individual board member:

1. Identify his main responsibilities.
2. Identify the competencies needed.
3. Assess his present level.
4. Identify needs for further development.
5. Plan learning experiences.
6. Assess results of these learning experiences.

DIRECTOR RESPONSIBILITIES, AND COMPETENCIES FOR EACH	PRESENT LEVEL				PROPOSED LEARNING ACTIVITIES (Fill out later)
	Don't Know	Low	Fair	High	
A. HELP IN SETTING OBJECTIVES, POLICIES AND GOALS 1. Able to define and differentiate objectives, policies, goals and programs.					
2. Able to evaluate the objectives, policies and goals of the organization.					
3. Able to guide the implementation of the objectives, policies and goals.					
B. ASSIST IN APPOINTING AND APPRAISING OFFICERS AND COMMITTEES 1. Comprehends the responsibilities of the officers and committees.					
2. Able to measure the effectiveness of officers and committees.					
C. APPRAISE THE ORGANIZATION 1. Able to identify key performance areas for the organization.					
2. Able to analyze performance in each of the areas.					
3. Able to analyze the financial ratios important to the organization.					

DIRECTOR RESPONSIBILITIES, AND COMPETENCIES FOR EACH	PRESENT LEVEL				PROPOSED LEARNING ACTIVITIES (Fill out later)
	Don't Know	Low	Fair	High	
D. INTERPRET LAWS AND BYLAWS 1. Understands his legal responsibilities as a director.					
2. Able to apply the by-laws and propose amendments.					
3. Understands the statutes governing the organization.					
E. PARTICIPATE IN MEETINGS 1. Able to apply effective meeting procedures.					
2. Able to apply the process of decision making.					
3. Able to communicate effectively.					
4. Sensitive to the feelings of others.					
F. MEMBER RELATIONS 1. Able to explain policies, structure and services of the organization to members.					
2. Able to analyze and evaluate the needs of members.					
3. Able to communicate member needs, complaints and suggestions.					
G. LEADERSHIP IN CO-OPERATIVE DEVELOPMENT 1. Able to analyze social and economic trends affecting the organization.					
2. Able to compare types of business organization.					
3. Able to explain common co-operative practices.					
4. Able to explain various types of co-operatives.					
5. Able to promote the co-operative idea.					
H. SELF DEVELOPMENT 1. Able to diagnose his own needs for learning.					
2. Able to interpret and accept a program for his own development.					
I. OTHER					

LESSON PLAN

UNIT B - DEVELOPMENT OF COURSE OF STUDY FOR ELECTED OFFICIALS

Date - June 22, 1972.

Time	Instructional Objectives	Instructor Activity
10 min.	1. Able to comprehend the purpose and headings for a course of study.	- Refer to VII., "Course of Study". - Stress the steps in the development of a course of study. - Use transparency "Course of Study".
10 min.	2. Able to comprehend the selection of units and content through analysis of a completed self diagnostic guide.	- Handout - analysis of S.D.G. - Follow through - questions. - Deal with questions.
60 min.	3. Able to apply and respond positively to the concept of curriculum development.	- Assign one unit from analysis of S.D.G. to each group of participants and have them develop the curriculum for this unit. - Have them put their curriculum on newsprint. - Participants display their curriculum in front of room. - Lead discussion of the concepts and format.
5 min.	4. Able to comprehend the concept of a lesson plan.	- Refer to VIII. "Lesson Plan" and to sample included in handout. Stress individuality of lesson plan.
	UNIT C - EVALUATION	
10 min.	Able to comprehend the evaluation and recycling process in programming development.	- Refer to "Programming Process" transparency. - Stress the relationship of evaluation and recycling as a part of continuous program development. - Deal with questions on the total package.

LESSON PLAN

IV - DEVELOPMENT OF CASES OR STUDY THE MARKETING SPECIALISTS

Date: June 27, 1972

Time	Instructor Objectives	Instructor Activity
10 min.	1. Able to comprehend the problem and prepare for a course of study.	- Refer to VII. "Course of Study". Stress the need in the development of a course of study. - Use transparency "Course of Study".
40 min.	2. Able to construct the solution of units and content through analysis of a completed case discussion.	Results - analysis of S.D.G. below (brief) - questions. Deal with questions.
80 min.	3. Able to apply, and respond positively to the presence of instructional design.	- Assign one unit from analysis of S.D.G. to each group of participants and have them develop the curriculum for this unit. - Have them put their curriculum on newsprint. - Participants display their curriculum in front of room. - Lead discussion of the concepts and format
5 min.	4. Able to complete the content of lesson plan.	- Refer to VIII. "Lesson Plan" and to sample included in handout. Stress individuality of lesson plan.
10 min.	Part 5 - Evaluation Able to comprehend the evaluation and recognize the process in curriculum development.	- Refer to "Pre-Community Process" handbook. - Stress the relationship of evaluation and recycling as a part of continuous program development. - Deal with questions on the total package.