

The Growing Influence of Spirituality in Adult Education - New Opportunities to Reach the Adult Learner

Presenters:

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Introduction

- Impossible to cover the topic in one hour.
- We are three very different presenters – passionate about the topic/differing points of view.
- We are presenting a tool – requires time to master.
- The topic of Spirituality in Higher Education dates back to 1926.
- Some of what we present is not news; it may just be packaged in slightly a different way.
- This is NOT designed to make anyone feel guilty or criticize what you may not be currently doing.
- Cultural competency is not specifically about race, it's about culture although there are cultural norms that are imbedded in race. Culture is learned and acquired. Race is not.

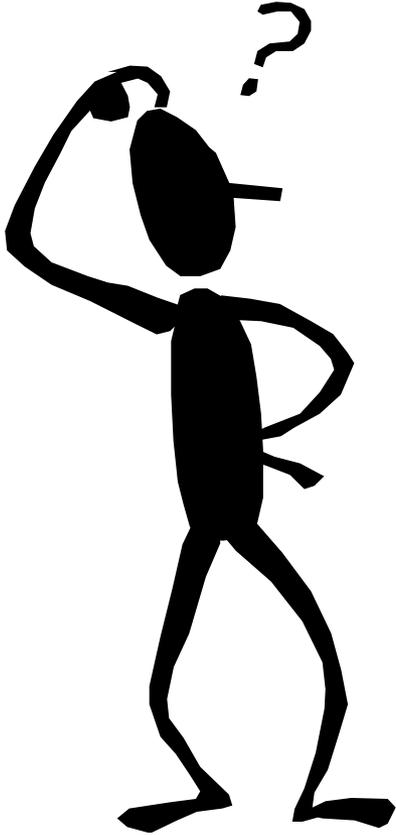
The Flow (The Framework)

- **Part I – Overview and Understandings**
 - of Spirituality and Cultural Competence
 - of the New Adult Student
 - of the Professor as Servant Educator
- **Part II – Theory into Practice**
 - Glenn's Story – Working with students from Latin America and the Caribbean (Authority)
 - Dionne's Story – Journaling as a spiritual tool to discover self worth
 - Al's Story – Using reflective practice as a tool for subjective validation

Group Activity



Spirituality



- **What is spirituality?**
- **What are the dimensions of spirituality from your perspective?**

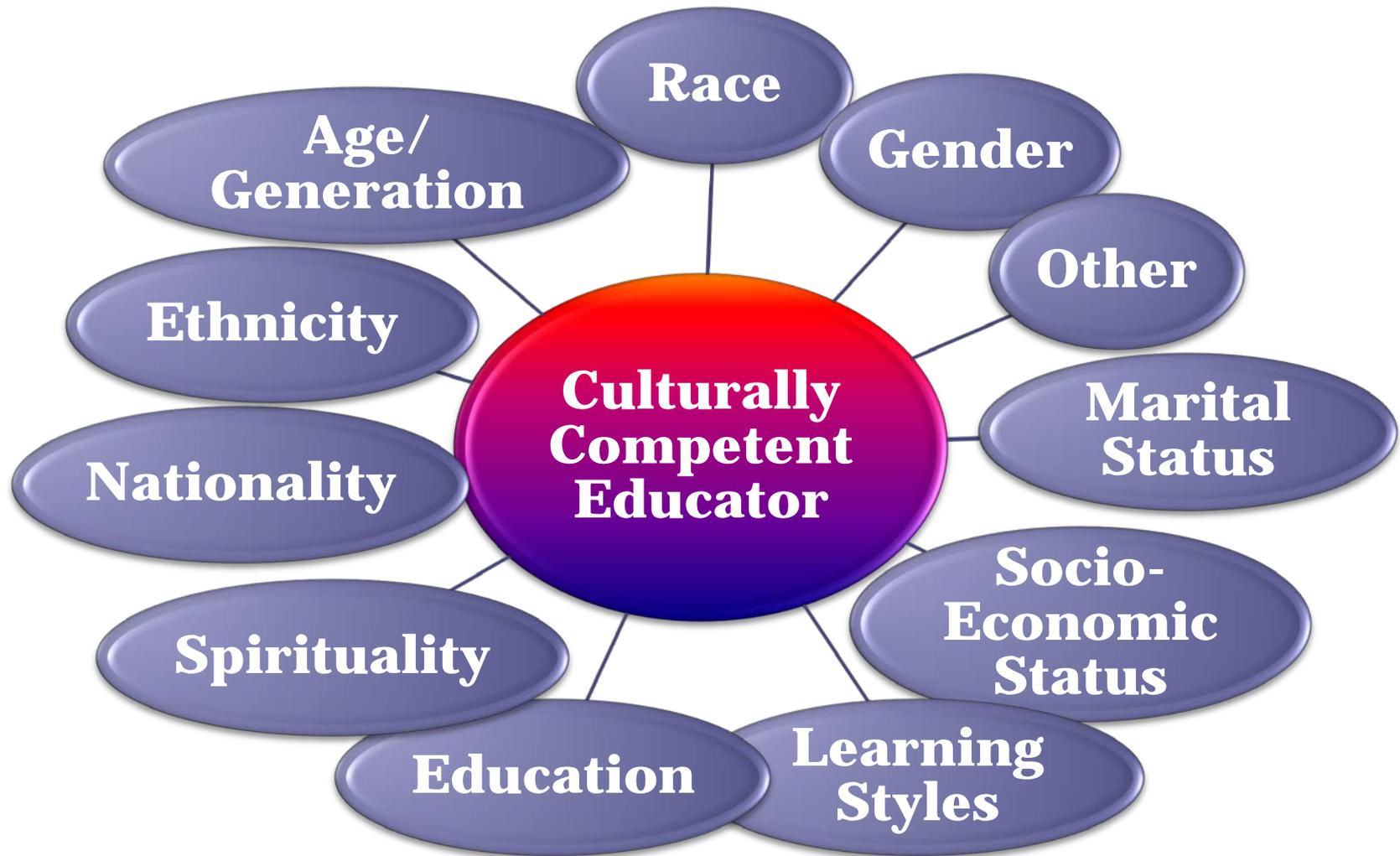
What is Spirituality?

- **Spirituality—There is no single definition for spirituality.**
- **Spirituality is about how people construct knowledge through largely unconscious and symbolic processes, often made more concrete in art forms such as music, art, image, symbols and rituals which are manifested culturally (Tisdale, 2003).**

What is Spirituality?

- **Spirituality**
 - Can be either a part of a particular religion or independent of religion.
 - Determines how people construct meaning to their lives and is ever present.
 - Influences the way we learn.
 - Is rooted in cultural traditions.
- Individuals who were socialized in religious traditions...spirituality and religion tend to be related
- **Spirituality is essential to culturally relevant pedagogy/andragogy.**
- **Culturally relevant curricula promotes *inclusion* and *engages* the learner.**

Spirituality & Cultural Competence



Cultural Competence

(Delores C. S. James)

- The term ***cultural competence*** refers to the ability to work effectively with individuals from different cultural and ethnic backgrounds, or in settings where several cultures coexist.
- It includes the ability to understand the language, culture, and behaviors of other individuals and groups, and to make appropriate recommendations.
- Cultural competence exists on a continuum from incompetence to proficiency.

Steps: Becoming Culturally Competent

- **Developing Awareness**
 - Admitting personal biases, stereotypes, and prejudices
 - Becoming aware of cultural norms, attitudes, and beliefs
 - Valuing diversity
 - Adapting the curriculum to students' learning styles
 - Be aware of communication styles
 - Understanding of generational diversity
 - Willingness to extend oneself psychologically and physically to the client population
 - Recognizing comfort level in different situations

Steps: Becoming Culturally Competent

- **Acquiring Knowledge**
 - Knowing how your culture is viewed by others
 - Attending classes, workshops, and seminars about other cultures
 - Reading about other cultures
 - Watching movies and documentaries about other cultures
 - Attending cultural events and festivals
 - Sharing knowledge and experiences with others
 - Visiting other countries

The Culturally-Centered Curriculum

- **Step 1- Know your students**
 - Determine the ability levels of students
 - Survey the students...Formal/Informal
- **Step 2- Have a repertoire of teaching strategies**
 - Direct Instruction, Inquiry-based Learning, Cooperative Learning, and Information Processing Models.
- **Step 3- Identify a Variety of Instructional Activities**
- **Step 4- Identify ways to assess or evaluate student progress**
- **Step 5- Evaluate teaching methodology**

Group Activity

The New Adult Learner

- In 2006, nearly 2/3 of all jobs in the in the US required less than a bachelor degree to hold.
- Bachelor's degree will be required of nearly 2/3 of the jobs created over the next ten years. They will be in **Educational Services (32.5%)**, **Health Care and Social Assistance (30.3%)**, and **Professional and Business Services (27.8%)**.
- Career Orientation preference opposed to Liberal Arts.
- Time to degree shortened – Five years to three; two years to 14 months.

The New Adult Learner

- Old Profile (NCES) – New Profile
 - Does not enter college immediately after high school. – TRUE/FTMP*
 - Attends part time rather than full time. – TRUE/FTMP BUT CHANGING
 - Works 35 hours a week or more. – TRUE/FTMP BUT CHANGING QUICKLY
 - Is financially independent as defined by *financial aid criteria*. – YES AND NO
 - Has dependents other than a spouse. – MAYBE
 - Is a female single parent. – MAYBE BUT NOT AS LIKELY
 - Lacks a high school diploma (though may have a GED or other high school equivalency). – MAYBE BUT NOT AS LIKELY

*for the most part

The New Adult Learner - Personal Profile Differences

Motivation

Learner Orientation

Experience

Orientation to Learning

Expectation of Learning

Barriers to Learning

Learning Styles (*multiple intelligences*)

The New Adult Learner

- **MOTIVATION** – Adults want to (often need to) learn
- **LEARNER ORIENTATION** – Adults will learn only what they feel they need to learn
- **EXPERIENCE** – Adults learn by comparing past experiences with new experiences
- **ORIENTATION TO LEARNING** – Adults need immediate feedback concerning progress
- **EXPECTATION OF LEARNING** – Adults want learning to be practical
- **BARRIER TO LEARNING** – Adults try to avoid failure
- **LEARNING STYLES** – Adults exhibit and have honed a variety of learning styles

Servant Professor

- “Our journey is to integrate work, academics, and leadership to promote the personal and spiritual growth of others and ourselves, culminated in the concept of *Servant Professors*— professors who are called to teach with head, heart, and hand” (Yount, 1999).

Conceptualization

Community

Listening

**Commitment
to people**

**Servant
Professor**

Healing

Stewardship

Awareness

Foresight

Persuasion

Empathy

Putting Theory Into Practice Examples

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