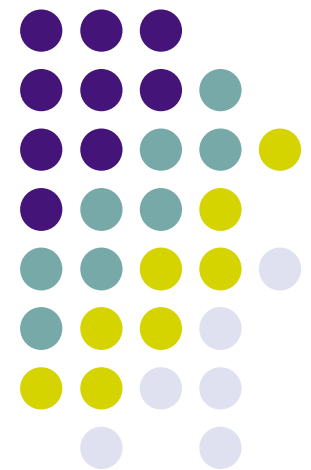


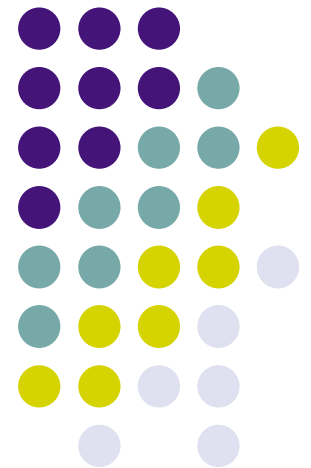
HRD 480

Learning in Adulthood
September 6, 2006



How do they come up with a theory?

Exercise: Apply two different
research instruments

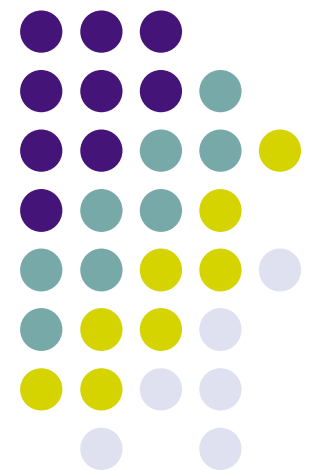


Research is...

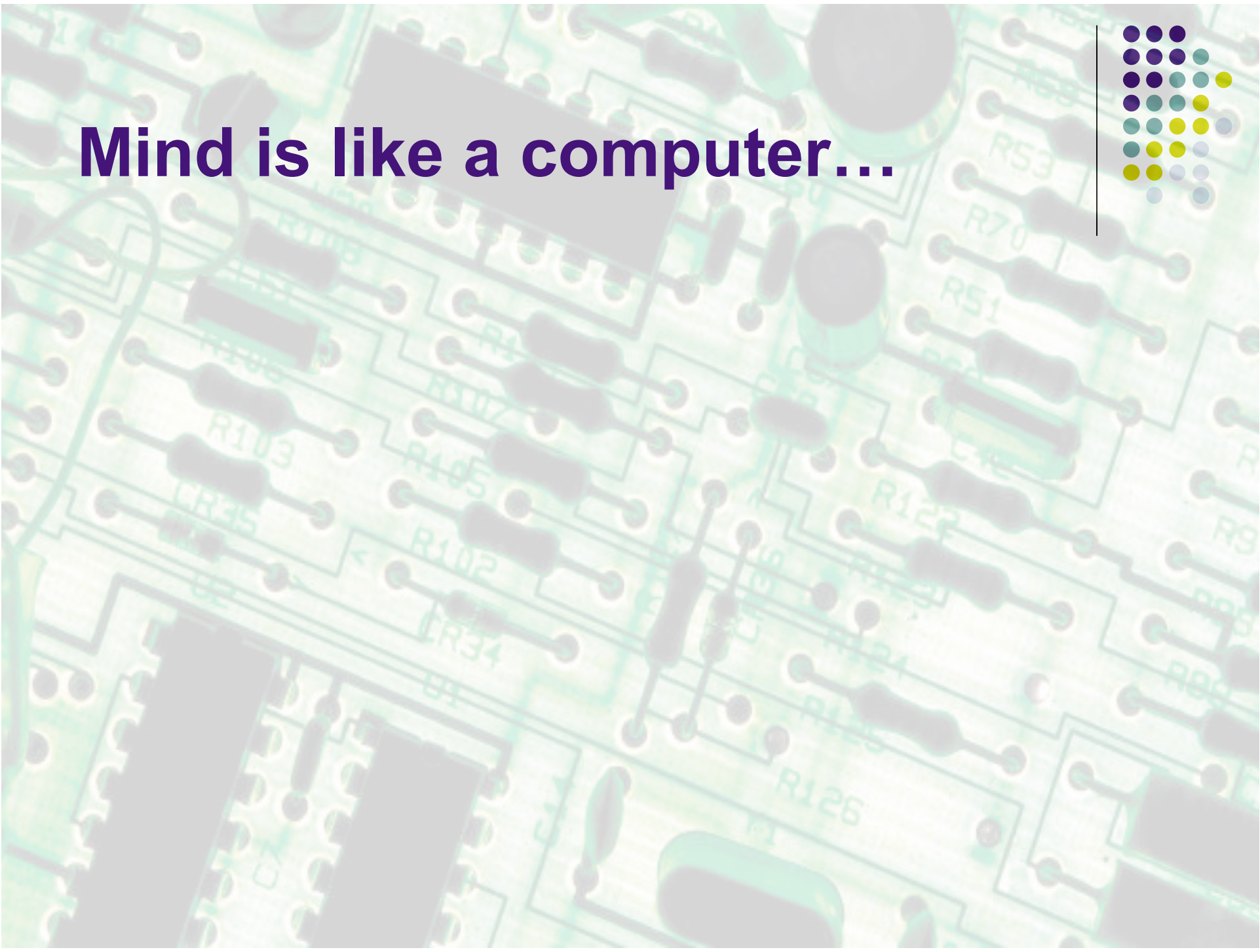
- Quantitative
- Qualitative
- Tables: which was which? Why?

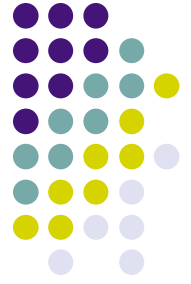


Do you buy the findings?



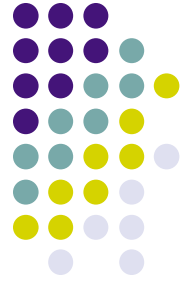
Mind is like a computer...





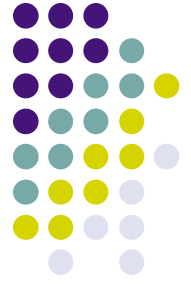
Mind is like a...???

- Start a table paper.
 - Put all of your names on the paper
 - Assign someone with neat handwriting to take notes
- Step 1: Each table please summarize Chapter 9 in one sentence. Then decide on a metaphor that describes mind in this chapter.



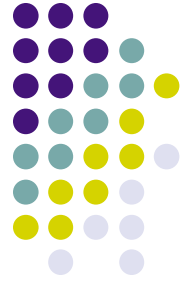
Structure

- Step 2: Add a simple outline of the structure of the chapter.
- How did each section fit into the theme of the chapter?
- How did the theme change with each new theoretical alteration?



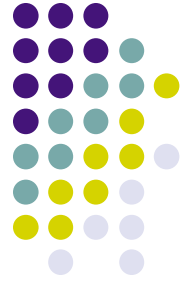
Learn?

- Step 3: What were the most useful things your table learned?
- Who was a favorite voice?
- What was a favorite theoretical direction?



Confusion

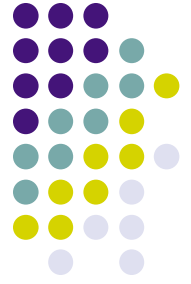
- Step 4: Each member of the table write down something that was not clear on a single piece of paper
- Share the paper with the group.
- Can the table clear it up? Good!
- If not, add it to the table paper.



Conclusion

- Step 5: What is the “hidden curriculum” of this exercise? Can you identify a “meta-lesson” from this week?
- If yes, add it to the table paper.
- If no, say so.
- Turn the table paper in.

Assignment



- No M&C for the weekend
- On today's agenda is a link for an web article about instructional design
- Read it.