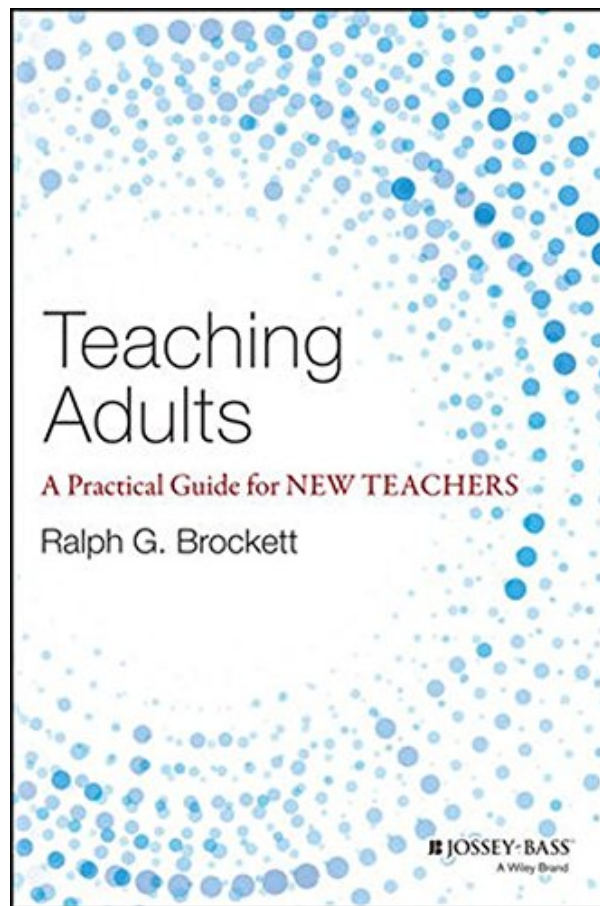
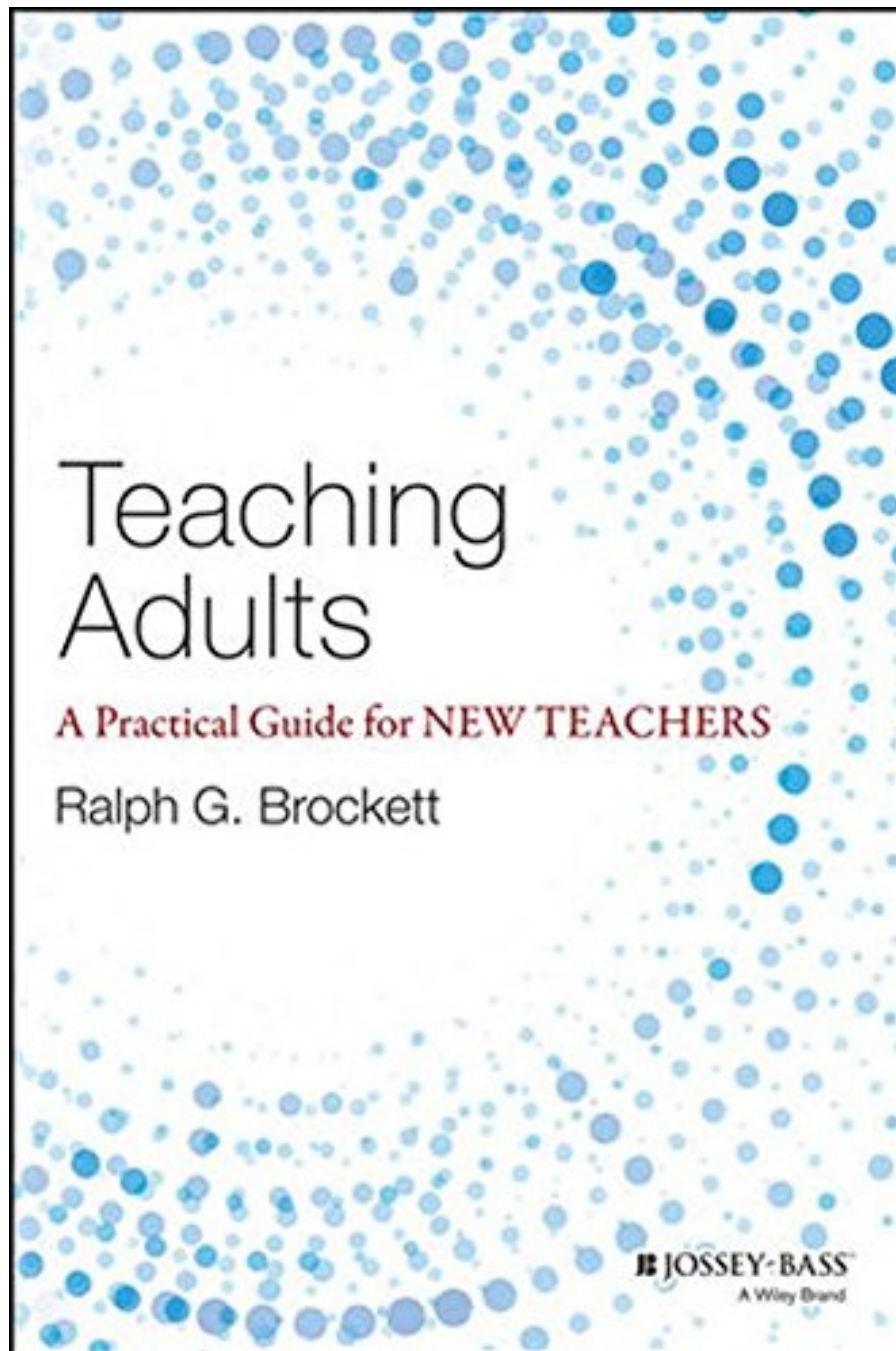


**TEACHING ADULTS: A PRACTICAL GUIDE  
FOR NEW TEACHERS (JOSSEY-BASS  
HIGHER AND ADULT EDUCATION) BY  
RALPH G. BROCKETT**



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From the Inside Flap

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A highly practical guide for new instructors teaching in any setting

Regardless of the context, teaching is a tall task—and for those teaching adults, unique challenges await. *Teaching Adults: A Practical Guide for New Teachers* is chock-full of ideas that can be read quickly and implemented immediately in formal and informal settings, in classrooms and workplaces; in short, wherever adults are learning.

Written with straightforward language that eschews jargon, yet grounded in theory, research, and practice in adult education, the book will benefit readers who have not previously been exposed to these ideas as well as more experienced teachers who seek new ways to reach adult learners. The book will serve as a resource to revisit from time to time as readers face new challenges and questions in teaching adults.

Readers will delve into to a variety of topics, including:

- A general teaching framework, including the author's four keys to effective teaching
- An in-depth exploration of the primary components of effective teaching
- An examination of the unique challenges involved with teaching adults, including how to best create a positive learning environment, overcoming resistance to learning, motivation techniques, and dealing with difficult or disruptive learners

The book elucidates the techniques required to connect with adult learners and provide instruction that is specifically tailored to the unique learning needs of these students.

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2 of 2 people found the following review helpful.

A Must-Have for New College/University Professors ...

By Dr. E

The first university at which I taught actively discouraged returning learners (or "continuing education students"). The school was sub-ivy and openly declared that it was not the appropriate school for older students (they preferred a homogenous age-base to ensure bonding). They deliberately made it impossible for older students to attend by instituting a mandatory dorming policy for the first two years of one's study. For my first ten years of teaching, I never had an adult learner. When I switched universities, it was a shock to see adults in my classes ... I admit, I was uncertain how to approach them. As it turns out, continuing learners are some of the most driven, self-motivated students on-campus (this, of course, is a generalization ... but it has also been the vast majority of my experience).

If one is new to higher education and feeling nervous about older learners, read this text. It is a "quick read" that provides insight on topics one may have never considered. For instance, as revealed in "Chapter Four: A Dozen Things You Need to Know About Adult Learners," many older students are in the classroom as a result of a crisis or developmental transition (34). This is crucial to recognize; especially, if you are feeling resentment, hostility, or resistance from a particular learner. In my case, I frequently encountered older learners whose position now required an advanced degree. They would be give a time-frame to earn that degree or forfeit their position. When the educator understands this, the anger and frustration becomes entirely understandably (and then one can offer that student sympathy and guidance).

Additionally, I love that this text genuinely engages the reader. At the end of each chapter are "Think About It" boxes. These boxes address the reader and offer both review questions and thought-provoking ones. And, I genuinely appreciate the "Further Reading" sections that occur after each chapter. ("Further Reading" crammed at the end of a text is always discouraging to me ... when it is chapter by chapter, I can focus on areas of deficiency or curiosity).

In addition to the broad issues involving returning learners, I found the more detailed studies most interesting. For instance, if one is a new educator (at the college/university level), one may have learned how chair arrangement can impact the classroom environment (maybe in a practicum or in a pedagogical theory class). Here, the text applies those arrangements to the adult learner. I also like the concept of bringing in snacks for your students. (Just be sure to do this consistently and not only around evaluation time).

If one is in his/her first few years of teaching, I think this can be a phenomenal source of information. And, its concise nature is encouraging ... one can read this in a weekend and gain a great deal of wisdom for life.

Highly recommended.

2 of 2 people found the following review helpful.

Some great tips, even for those of us who have been teaching for awhile

By Leanne

Although the sub-title of this book makes it clear that it's geared toward new teachers and I've been teaching at the college level for twenty-one years (including thirteen years at a two-year college, where most of my students are adult learners), I picked it up anyway as part of the Vine program since I'm always interested in picking up new ideas.

As Brockett explains in his introduction to the book, the intended audience is not just college instructors, but anyone who teaches adults -- whether that be in a corporate environment, a counseling session, or a tutoring



situation.

Since Amazon doesn't yet have the "Look Inside" feature available for this book, here is an overview of the main chapters:

- \* Part One: Getting Started
- \*Chapter 1: So, You're Teaching Adults
- \* Chapter 2: What Is Effective Teaching?
- \* Part Two: Four Keys to Effective Teaching
- \* Chapter 3: So, What Are You Teaching about?
- \* Chapter 4: A Dozen Things You Need to Know about Adult Learners
- \* Chapter 5: Building Blocks of Adult Learning
- \* Chapter 6: Planning Instruction
- \* Chapter 7: Teaching Techniques
- \* Chapter 8: Knowing Yourself: Understanding the Teacher Within
- \* Part Three: Unlocking Doors to Effective Teaching
- \* Chapter 9: Creating a Positive Learning Environment
- \* Chapter 10: Overcoming Resistance to Learning
- \* Chapter 11: Motivation
- \* Chapter 12: Dealing with Dilemmas and Challenges
- \* Epilogue: So, Now You're Ready: Go and Teach Adults

This book is a slim little volume, but it packs a great deal of useful information into its pages. Throughout the book are also exercises called "Think about It," where you're asked, as a reader, to review your own skillsets or areas of expertise in order to be a better teacher.

I had been hoping that more research about how the adult brain works to process information would be included, especially since a lot of exciting, new research in this area has been unfolding the last several years. The chapter "Teaching Techniques" also felt like it could include a lot more information; for example, in this chapter, Brockett provides a table that lists various teaching strategies like Buzz Groups, Fishbowls, etc., but doesn't explain them at all.

Overall, though, this is a useful book, and I picked up a few new ideas to try out with my students. If you're looking for other books on teaching strategies for adult learners, I'd also recommend McKeachie's Teaching

Tips: Strategies, Research, and Theory for College and University Teachers (11E), Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms, and Student Engagement Techniques: A Handbook for College Faculty. All three of those books provide in-depth discussions of ways to be a successful instructor in higher-ed classes, and all have been instrumental in my professional growth.

2 of 2 people found the following review helpful.

Small but meaty!

By D. Williams

This book is small, but it is a little powerhouse!

Brockett begins by pointing out that almost everyone, somehow, teaches adults something, so his audience is not just the college instructor or basic adult education/GED teacher, but almost everyone, even someone like a museum docent.

After explaining this, Brockett then discusses the characteristics of effective teaching, highlighting the important points with mnemonic aids that carry throughout the book. He then discusses four important keys to effective teaching, how to create a good learning environment, even explaining why some learners may be resistant. Also, he briefly offers suggestions about the dilemmas and challenges teachers face. (Disruptive students aren't as common in adult ed. as K-12, but what to do when it does happen? What should the teacher do if a student is obviously cheating? How formal or informal should a teacher be with the students? How much or how little should a teacher share personal views with the students?)

It is well-researched, with plentiful newer and seminal ("oldie-but-goodie") resources. Each chapter has a list of resources, as well as the back matter. Brockett's writing style impresses me as knowledgeable but informal, just as he claims to be as a teacher.

Even those like me who have spent the majority of their careers in adult education will have something to take away from reading this book, and new teachers will truly find it helpful.

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