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Citation



Title:Aligning Student *Learning* Styles with Instructor Teaching Styles.

Author(s):[Spoon, Jerry C.](#); [Schell, John W.](#)

Source:[Journal of Industrial Teacher Education](#), v35 n2 p41-56 Win 1998.

ISSN:0022-1864

Descriptors:[Adult Basic Education](#), [Adult Students](#), [Cognitive Style](#), [Congruence \(Psychology\)](#), [Teaching Styles](#), [Technical Institutes](#), [Adult Basic Education](#)

Identifiers:General Educational Development Tests

Abstract:*Principles of Adult Learning Scale* was administered to 12 *adult* basic education teachers and 189 General Educational Development (GED) students at a technical school. *Learning* style appeared to change with age and experience. Although congruent teaching and *learning* styles usually improve achievement, educational purpose, such as GED completion, played a more important role. (SK)

Language:English

Publication Type:Journal Articles; Reports - Research

Availability:Not available from ERIC

Journal Code:[CIJSEP1998](#)

Entry Date:1998

Accession Number:EJ560445

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



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Citation



Title:Philosophy and *Adult* Educators: An Inquiry into the Philosophy-Practice Link Using the PALS, EQQ, and PAEI.

Author(s):[Rachal, John R.](#); And Others

Source:[Educational Research Quarterly](#), v17 n2 p11-28 Apr 1994.

ISSN:0196-5042

Descriptors:[Adult Education](#), [Adult Students](#), [Graduate Students](#), [Higher Education](#), [Philosophy](#), [Questionnaires](#), [Rating Scales](#), [Teachers](#), [Theory Practice Relationship](#), [Adult Education](#), [Higher Education](#)

Identifiers:Educational Orientation Questionnaire, Meaninglessness, Philosophy of Adult Education Inventory, Principles of Adult Learning Scale

Abstract:To explore philosophical predilections, the *Principles of Adult Learning Scale* (PALS), Educational Orientation Questionnaire, and Philosophy *of Adult* Education Inventory were administered to 111 *adult* education graduate students. The overall population was progressive on the PALS and scored close to reported means on the other tests. (SLD)

Language:English

Publication Type:Reports - Research; Journal Articles

Availability:Not available from ERIC

Journal Code:[CIJJUL1994](#)

Entry Date:1994

Accession Number:EJ480449

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



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Citation



Title:Collaborating with McGregor and ASTD.

Author(s):[Franklin, Joan E.](#); [Freeland, D. Kim](#)

Source:11 pp.

Publication Date:1989

Descriptors:[Administrators](#), [Adult Education](#), [Adult Learning](#), [Andragogy](#), [Educational Philosophy](#), [Employer Employee Relationship](#), [Lifelong Learning](#), [Teaching Methods](#), [Training](#), [Training Methods](#), [Adult Education](#)

Identifiers:Principles of Adult Learning Scale, Theory X, Theory Y

Abstract:A descriptive study using survey research techniques investigated the degree to which managerial philosophy was related to training and development professionals' acceptance and practice *of* those **adult learning principles** that support the collaborative teaching-*learning* mode. Data were collected from a random sample *of* 400 members *of* the American Society for Training and Development (ASTD), with a 31 percent rate *of* return (124 respondents). The variable *of* teaching style was measured by the **Principles of Adult Learning Scale** (PALS). The variable *of* managerial philosophy was assessed by five multiple choice managerial questions derived from McGregor's (1960) theoretical framework *of* Theory X and Y assumptions. In general, the respondents were approximately equally distributed by gender, with a model age between 35-44. More than half the respondents had taught for 6-10 years. The most frequently reported organizational size was between 100 and 999 employees, and Theory Y was the most predominately reported management philosophy. A significant difference was detected in the acceptance and practice *of* collaborative techniques by managerial philosophy. The study concluded that the most effective trainers were persons with a Theory Y-orientation to management as well as 16 or more years experience in teaching adults, much *of* which was obtained in large organizations (over 20,000 employees). The higher the level *of* education the trainer has, the more collaborative he/she tends to be. (KC)

Notes:Paper presented at the Annual Meeting *of* the American Association for **Adult** and Continuing Education (Atlantic City, NJ, October 1989). For a related paper, see CE 053 706.

Related Information

Similar Results

[Find Similar Results](#) using SmartText Searching.

Language: English

Number of Pages: 11

Publication Type: Speeches/Meeting Papers; Reports - Research

Availability: Available on microfiche only

Journal Code: [RIEMAY1990](#)

Entry Date: 1990

Accession Number: ED313523

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



Database: ERIC

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Citation



Title:The Collaborative Teaching-*Learning* Mode:
Health Education Professors and *Adult Learning*
Principles.

Author(s):[Freeland, D. Kim](#); [Franklin, Joan E.](#)

Source:13 pp.

Publication Date:1989

Descriptors:[Adult Education](#), [Adult Learning](#), [Andragogy](#), [College Faculty](#), [Educational Philosophy](#), [Health Education](#), [Higher Education](#), [Lifelong Learning](#), [Teacher Attitudes](#), [Teaching Methods](#), [Adult Education](#), [Higher Education](#)

Identifiers:Principles of Adult Learning Scale

Abstract:A descriptive study using survey research techniques investigated the degree to which health education professors adhere to and practice the *principles of adult* education. The instrument used to measure acceptance *of* the *adult* education mode (collaborative style) was the *Principles of Adult Learning Scale* (PALS), a 44-item summative *scale* based on *principles* in the *adult* education literature. Responses were solicited from 400 practicing health education professors teaching college-level health education courses, with a 50 percent rate *of* return. The sample was predominantly male and the typical respondent held a doctoral degree and the rank *of* associate or full professor. Analysis *of* the data found significant differences in the acceptance and practice *of* the collaborative technique by health education professors. Though health education professors advocate *learning* as a lifelong goal, a gap exists in their knowledge base in relation to the *adult* as a learner and *adult* education *principles*. Significant differences were also found among health professors in regard to espoused philosophy; some regarded *adult* students as passive recipients *of* prescribed information, contrary to the collaborative mode and *adult* education in general. Finally, the study suggests that training is needed to move health education professors from lecturing and other limited instructional modes into a more learner-centered involvement with students. (KC)

Notes:Paper presented at the Annual Meeting *of* the American Association for *Adult* and Continuing Education (Atlantic City, NJ, October 1989). For a related paper, see CE 053 705.

Related Information

Similar Results

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SmartText Searching.

Language: English

Number of Pages: 13

Publication Type: Speeches/Meeting Papers; Reports - Research

Availability: Available on microfiche only

Journal Code: [RIEMAY1990](#)

Entry Date: 1990

Accession Number: ED313524

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Citation



Title:A Comparison *of* Correctional *Adult* Educators and Formal *Adult* Educators in Terms *of* Their Expressed Beliefs in the Collaborative Teaching Mode. Theory and Methods *of Adult* Education.

Author(s):[Sua, Dangbe Wuo](#)

Source:40 pp.

Publication Date:1989

Descriptors:[Adult Education](#), [Adult Educators](#), [Comparative Analysis](#), [Correctional Education](#), [Participative Decision Making](#), [Student Participation](#), [Teacher Attitudes](#), [Teaching Methods](#), [Team Teaching](#), [Adult Education](#)

Identifiers:Collaborative Teaching, Principles of Adult Learning Scale

Abstract:A study compared correctional *adult* educators and formal *adult* educators in terms *of* their expressed beliefs in the collaborative teaching mode as measured by the *Principles of Adult Learning Scale*. The sample consisted *of* 8 correctional *adult* educators from the Lake Correctional Institution and 10 *adult* education teachers from the Manatee Area Vocational Center. The mean score for formal *adult* educators was 123.1 and the standard deviation was 8.69; the mean score for correctional *adult* educators was 123.25 and the standard deviation was 17.15. The result *of* the two-tailed t-test showed a calculated t-value *of* -0.024 at 16 degrees *of* freedom. Because the calculated t-value lay between -2.12 and 2.12, the null hypothesis *of* no difference was accepted. Results indicated no significant difference between formal and correctional *adult* educators. The implication was that both groups *of* educators believed in the use *of* the collaborative model *of* teaching. A follow-up study was recommended, using a larger sample that would consider student performance under the collaborative mode *of* teaching, as well as studies to determine differences between correctional and formal *adult* education. (The instrument is appended, with 21 references.) (YLB)

Notes:Ed.D. practicum paper, Nova University. Document contains light type.

Language:English

Related Information

Similar Results

[Find Similar Results](#) using SmartText Searching.

Number of Pages: 40

Publication Type: Dissertations/Theses - Doctoral Dissertations; Reports - Research; Tests/Questionnaires

Availability: Available on microfiche only

Journal Code: [RIESEP1989](#)

Entry Date: 1989

Accession Number: ED305521

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



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Citation



Title:*Influencers of Achievement among Nontraditional **Adult** Health Professional Students.*

Author(s):[Welborn, Ruth B.](#)

Source:8 pp.

Publication Date:1986

Descriptors:[Academic Achievement](#), [Administrators](#), [Adult Students](#), [Allied Health Occupations Education](#), [Cognitive Style](#), [Grades \(Scholastic\)](#), [Health Programs](#), [Higher Education](#), [Nontraditional Students](#), [Teaching Styles](#), [Higher Education](#)

Abstract:The relationship *of learning* style and teaching style to student academic achievement was studied with nontraditional health professional students in credit-seeking educational efforts. Participants were 256 *adult* students in undergraduate and graduate health professional majors *of* allied health education, allied health research, and health administration. These students were in evening and weekend classes and at off-campus sites. *Learning* style was measured by the Canfield *Learning* Style Inventory, and the teaching style *of* the 18 instructors was measured by the *Principles of Adult Learning Scale*. Student achievement was indicated by the students' final course grade. Using analysis *of* covariance, it was found that in the area *of learning* style, achievement was greatest among those health professionals who expected to do well in an academic setting and who preferred the conditions *of* a well-ordered classroom with a well-informed instructor; the content *of* working with numbers and logic; and the mode *of* direct experience. The greatest achievement was among students *of* teachers who practiced with slight modification the collaborative mode. Implications *of* the findings are considered. (SW)

Notes:Paper presented at "Teaching to Potential" Regional Conference on University Teaching,(2nd, Las Cruces, NM, January 9-10, 1986); for complete proceedings, see ED 276 328.

Language:English

Number of Pages:8

Related Information

Similar Results

[Find Similar Results](#) using SmartText Searching.

Publication Type: Reports - Research; Speeches/Meeting Papers

Availability: Available on microfiche only

Journal Code: [RIEJUL1987](#)

Entry Date: 1987

Accession Number: ED279258

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



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Citation



Title:*The Relationship between Teaching Style and Adult Student Learning.*

Author(s):[Conti, Gary J.](#)

Source:[Adult Education Quarterly](#), v35 n4 p220-28 Sum 1985.

Descriptors:[Academic Achievement](#), [Adult Basic Education](#), [Adult Learning](#), [Adult Students](#), [High School Equivalency Programs](#), [Student Evaluation](#), [Teaching Styles](#), [Adult Basic Education](#), [High School Equivalency Programs](#)

Identifiers:Principles of Adult Learning Scale, Teacher Centered Instruction

Abstract:A study *of* relationship between teaching style (measured by *Principles of Adult Learning Scale*) and student achievement based on teacher assessment involved teachers and students in an *adult* basic education (ABE) program. Though teaching style and achievement are linked, approach in ABE and English as a second language settings differs from more teacher-centered approach in general educational development settings. (SK)

Language:English

Publication Type:Journal Articles; Reports - Research

Availability:Not available from ERIC

Journal Code:[CIJSEP1985](#)

Entry Date:1985

Accession Number:EJ317835

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Citation



Title:Assessing Teaching Style in *Adult Education: How and Why.*

Author(s):[Conti, Gary J.](#)

Source:[Lifelong Learning](#), v8 n8 p7-11,28 Jun 1985.

Descriptors:[Adult Education](#), [Adult Educators](#), [Adult Learning](#), [Classroom Environment](#), [Cognitive Style](#), [Individual Development](#), [Individualized Instruction](#), [Student Needs](#), [Student Participation](#), [Teacher Evaluation](#), [Teacher Role](#), [Teaching Methods](#), [Teaching Styles](#), [Adult Education](#)

Abstract:Discusses the collaborative mode, a learner-centered method *of* instruction in which authority for curriculum formation is jointly shared by the learner and the practitioner. Examines the teacher's role, student participation, assessing teaching style, and elements *of* the ***Principles of Adult Learning Scale***: learner-centered activities, personalizing instruction, relating to experience, and others. (CT)

Language:English

Publication Type:Journal Articles; Reports - Evaluative

Availability:Not available from ERIC

Journal Code:[CJSE1985](#)

Entry Date:1985

Accession Number:EJ317813

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



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Citation



Title: *Principles of Adult Learning Scale: Followup and Factor Analysis.*

Author(s): [Conti, Gary J.](#)

Source: 12 pp.

Publication Date: 1983

Descriptors: [Adult Basic Education](#), [Adult Education](#), [Adult Educators](#), [Attitude Measures](#), [Factor Analysis](#), [Statistical Analysis](#), [Teacher Attitudes](#), [Teaching Methods](#), [Test Reliability](#), [Test Validity](#), [Adult Basic Education](#), [Adult Education](#)

Identifiers: Collaborative Teaching Learning Mode, Principles of Adult Learning Scale

Abstract: In 1978 the *Principles of Adult Learning Scale* (PALS) was developed to measure the degree of practitioner support of the principles of the collaborative teaching-learning mode for teaching adults. Although the original study with a field test group of 57 produced a valid and reliable 44-item summated rating scale, the stability of the normative statistics for the instrument and the generalizability of the instrument to the multiple audiences within the adult education enterprise remained unestablished. The analysis of 778 cases in which PALS has been used indicated that the descriptive statistics for PALS are stable, that is, that 146 is an accurate mean while the standard deviation should be 20. An analysis of variance showed no significant differences among various groups tested and lent support for the generalizability of PALS. The factors produced by a factor analysis using the Statistical Package for the Social Sciences (SPSS) Factor Analysis program supported the construct validity of PALS. The stable normative statistics for PALS suggested that it is a valid instrument for use in research studies. (YLB)

Notes: For a related document see ED 179 713.

Language: English

Number of Pages: 12

Publication Type: Reports - Research

Related Information

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Availability: Available on microfiche only

Journal Code: [RIESEP1983](#)

Entry Date: 1983

Accession Number: ED228424

Persistent link to this record (Permalink):  BOOKMARK   

Database: ERIC

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Citation



Title: *Principles of Adult Learning Scale.*

Author(s): [Conti, Gary J.](#)

Source: 21 pp.

Publication Date: 1979

Descriptors: [Adult Education](#), [Adult Educators](#), [Adult Learning](#), [Behavior Rating Scales](#), [Classroom Observation Techniques](#), [Educational Assessment](#), [Educational Needs](#), [Educational Principles](#), [Learning Modalities](#), [Measurement Instruments](#), [Participation](#), [Self Evaluation](#), [Student Teacher Relationship](#), [Teacher Attitudes](#), [Teacher Behavior](#), [Teacher Effectiveness](#), [Teacher Evaluation](#), [Test Construction](#), [Test Reliability](#), [Test Validity](#), [Adult Education](#)

Identifiers: Collaborative Teaching Learning Mode, Flanders System of Interaction Analysis, Principles of Adult Learning Scale

Abstract: The *Principles of Adult Learning Scale* (PALS) was developed and validated for measuring congruency between *adult* education practitioners' actual observable classroom behavior and their expressed belief in the collaborative teaching-*learning* mode. This model is a learner-centered instruction method in which learner and practitioner share authority for curriculum formation. A modified Likert *scale* is used to record responses to items which are based on the body *of* theory and knowledge advanced in the literature. Field research aimed to establish validity and reliability *of* PALS items involved the test-retest method, assessment *of* construct validity by a jury *of adult* education professors, content validity testing in public school programs, and confirmation *of* criterion validity by identifying the initiating and responsive actions in the items in PALS and then by comparing scores in PALS to scores on the Flanders Interaction Analysis Categories. Variables *of* social desirability and item interpretation congruency were also examined. PALS has potential empirical and field use. It could serve as a measurement device to segregate experimental and control groups in research studies on *learning* efficiency in specific teaching-*learning* modes. Practitioners could find uses for PALS since it consolidates many *learning principles* advocated in the literature. (PALS and scoring information are appended.) (CP)

Paper presented at the annual *Adult* Education Research

Related Information

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Notes: Conference (20th, Ann Arbor, Michigan, April 4, 1979)

Corporate Source: [Spoon River Coll., Canton, IL.](#)

Language: English

Number of Pages: 21

Publication Type: Tests/Questionnaires; Speeches/Meeting Papers

Availability: Available on microfiche only

Journal Code: [RIEMAY1980](#)

Entry Date: 1980

Accession Number: ED179713

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



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Citation



Title: **The Collaborative Mode in *Adult* Education: A Literature Review.**

Author(s): [Conti, Gary J.](#)

Source: 25 pp.

Publication Date: 1978

Descriptors: [Adult Basic Education](#), [Adult Education](#), [Adult Learning](#), [Adult Programs](#), [Adult Students](#), [Andragogy](#), [Cognitive Style](#), [Cooperation](#), [Learning Theories](#), [Participative Decision Making](#), [Postsecondary Education](#), [Student Participation](#), [Student School Relationship](#), [Teacher Participation](#), [Teaching Methods](#), [Teamwork](#), [Adult Basic Education](#), [Adult Education](#), [Postsecondary Education](#)

Identifiers: Blaney (Jack), Knowles (Malcolms)

Abstract: According to Jack Blaney, there are three basic *learning* modes, each with their own characteristics, requirements, and implications. While each is appropriate within the proper parameters, there is wide support in the *adult* education literature for the use *of* the collaborative mode in facilitating *adult learning*. An analysis *of* the works *of* several major contributors to *adult* education theory and literature reveals a series *of* accepted *adult learning principles* that can be implemented through the collaborative teaching-*learning* mode. In the collaborative mode, learners and teachers cooperatively determine the ends, means, and evaluation *of learning*. The learners' role is that *of* a voluntary member rather than *of* a student who is dependent on an agency or a teacher. These *principles* can be broadly categorized under the concepts *of* experience, democracy, continuity *of* experience, and interaction. Significantly, Malcolm Knowles identified these as the key concepts around which Dewey organized his philosophy. (KC)

Notes: Reprint *of* Chapter 2 *of* Conti, G. J., "*Principles of Adult Learning Scale: An Instrument for Measuring Teacher Behavior Related to the Collaborative Teaching-Learning Mode.*" Unpublished doctoral dissertation, Northern Illinois University, 1978.

Language: English

Related Information

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Publication Type: Information Analyses

Availability: Available on microfiche only

Journal Code: [RIEOCT1983](#)

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Citation



Title:Aligning Student *Learning* Styles with Instructor Teaching Styles.

Author(s):[Spoon, Jerry C.](#); [Schell, John W.](#)

Source:[Journal of Industrial Teacher Education](#), v35 n2 p41-56 Win 1998.

ISSN:0022-1864

Descriptors:[Adult Basic Education](#), [Adult Students](#), [Cognitive Style](#), [Congruence \(Psychology\)](#), [Teaching Styles](#), [Technical Institutes](#), [Adult Basic Education](#)

Identifiers:General Educational Development Tests

Abstract:*Principles of Adult Learning Scale* was administered to 12 *adult* basic education teachers and 189 General Educational Development (GED) students at a technical school. *Learning* style appeared to change with age and experience. Although congruent teaching and *learning* styles usually improve achievement, educational purpose, such as GED completion, played a more important role. (SK)

Language:English

Publication Type:Journal Articles; Reports - Research

Availability:Not available from ERIC

Journal Code:[CIJSEP1998](#)

Entry Date:1998

Accession Number:EJ560445

Persistent link to this record (Permalink): <http://search.ebscohost.com.ezproxy.osu-tu>



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