

## Main Identity from Learning

---

**From:** "ProQuest" <noreply@proquest.com>  
**To:** <gjconti@earthlink.net>  
**Sent:** Saturday, March 21, 2009 6:39 AM  
**Subject:** PALS--1-50 HTML

## ProQuest

---

The following document has been sent by Gary Conti at OKLAHOMA STATE UNIVERSITY - TULSA via ProQuest, an information service of ProQuest LLC. **Please do not reply directly to this email.**

---

### Documents

- West, Nathaniel Douglas (2008). Adult education practices in Historically Black Colleges and Universities theological settings: An exploratory study of the relationship between the teaching philosophies and teaching styles of seminary professors. Ph.D. dissertation, Virginia Commonwealth University, United States -- Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3334081).
- Osborne, Lisa Y. (2008). Adult students and learner-centered instruction at a small community college: A mixed method study. Ed.D. dissertation, Regent University, United States -- Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3319382).
- Smith, Thomas M. (2008). Integrating multiple intelligences and andragogical principles into a preservice teacher education program. Ed.D. dissertation, Walden University, United States -- Minnesota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3325347).
- Natale, Ronald D., II (2007). Faculty knowledge of adult learning styles as predictors of success in community college preparatory mathematics. Ed.D. dissertation, University of Florida, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3268315).
- Powell, Lisa (2006). An exploratory study of the philosophy and teaching styles of Alabama workforce education and entrepreneurship instructors. Ed.D. dissertation, Auburn University, United States -- Alabama. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3225281).
- Ahmed, Michael M. (2006). Patient education: Speech-language pathologists' perceptions regarding the use, effectiveness, and barriers to adult education principles. Ed.D. dissertation, University of South Dakota, United States -- South Dakota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3255090).
- Willson, Angela (2006). Predictors of teaching styles and the adult education philosophies of instructors of radiologic technology programs. Ph.D. dissertation, Touro University International, United States -- California. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3241987).
- Stover, Sheri Ensley (2006). Shifting toward learning-centered principles: A faculty development experiment. Ph.D.

- dissertation, Capella University, United States -- Minnesota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3226213).
- Cochran, Teri A. (2005). Practices of adult learning principles and learning strategies of financial aid administrators in Oklahoma. Ed.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 3167606).
- Weitkamp, Erick W. (2005). Teaching style and technology: The role of educational values in the adoption of information technology innovations in the classroom. Ph.D. dissertation, University of Northern Colorado, United States -- Colorado. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3183581).
- Weigandt, Christine Marie (2005). The influence of reviewers' characteristics on their evaluations of instructional technology integration. Ed.D. dissertation, West Virginia University, United States -- West Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3191257).
- Harris, Stephen (2005). The relationship between cognitive and teaching style preferences of students attending the Air Force Reserve Officer Training Instructor Course at the Academic Instructor School. Ed.D. dissertation, Auburn University, United States -- Alabama. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3173486).
- Barrett, Karinda Rankin (2004). A comparison of online teaching styles in Florida community colleges. Ph.D. dissertation, The Florida State University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3160545).
- Lee, Jeong Gi (2004). An investigation and analysis of the teaching styles of faculty members in Midwestern Christian colleges and universities. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3155524).
- Ringler, Marjorie Campo (2004). Determining the use of principles of adult learning in professional development. Ed.D. dissertation, University of Florida, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3161028).
- Lemani, Chifundo N. (2004). Effectiveness of Trek-21 model of professional development on changes in teacher practices with respect to instructional technology integration. Ed.D. dissertation, West Virginia University, United States -- West Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3156459).
- Quillin, April A. (2004). The teaching styles of UAA School of Nursing faculty. M.Ed. dissertation, University of Alaska Anchorage, United States -- Alaska. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 1421643).
- Rothamer, Frank Russell (2003). Business faculty knowledge of adult learning styles: Cooperative education vs. non-cooperative education institutions. Ph.D. dissertation, University of Florida, United States -- Florida. Retrieved March

21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3127686).

Karges, Joy Renae (2003). Patient education: Physical therapists' perceptions regarding the use, effectiveness, and

- barriers of adult education principles. Ed.D. dissertation, University of South Dakota, United States -- South Dakota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3100600).

Fitzgibbon, Scott Francis (2002). Assessment of a professional development workshop: Facilitating adult learning. Ed.D.

- dissertation, University of Pittsburgh, United States -- Pennsylvania. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3078840).

Wang, Chunxue (2002). Instructional preferences of adult educators and perceptions of their adult students in distance

- learning settings. Ed.D. dissertation, University of Arkansas, United States -- Arkansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3055349).

Totin Meyer, Mary Ann Theresa (2002). The use of the Principles of Adult Learning Scale to assess the instructional

- practices of clinical instructors/preceptors for graduate nurse practitioner students in North Carolina. Ed.D. dissertation, North Carolina State University, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3031775).

Roberson, Valerie Rose (2002). Use of adult learning principles by adult basic skills instructors in an urban community

- college district. Ph.D. dissertation, Illinois State University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3088031).

Taylor-King, Sheila (2001). Differences between full- and part-time faculty in the practice of and value for learner-centered

- teaching: A case study at a private urban liberal arts college. Ed.D. dissertation, University of Wyoming, United States -- Wyoming. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3010733).

O'Brien, Michael Dennis (2001). Teaching style and teaching philosophy of rehabilitation educators. Ed.D. dissertation,

- Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 3023943).

McCoy, Mark Randall (2000). Blackboards and badges: Teaching style in law enforcement education and training in

- Oklahoma. Ed.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 9979177).

Hajduk, Marcia A. (2000). Differences between full and part-time faculties' student-centered instructional format as

- identified by PALS and APALS when teaching adults in academic credit courses in a community college. Ed.D. dissertation, Temple University, United States -- Pennsylvania. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9965976).

Mainville, Linda (2000). Etude de la relation entre l'utilisation d'une approche d'enseignement et l'orientation epistemique de formateurs responsables d'apprenants adultes au palier secondaire en Ontario. Ph.D. dissertation, University of

- Ottawa (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT NQ57055).
- Dupin-Bryant, Pamela A. (2000). Identifying teaching styles of interactive television instructors and variables related to distance education teaching style. Ph.D. dissertation, University of Wyoming, United States -- Wyoming. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9993732).
- Liaros, Bill P. (2000). Predominant teaching behaviors in an electronic distance education (EDE) program utilizing a live interactive television (ITV) system. Ph.D. dissertation, Loyola University of Chicago, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9955395).
- Brosseau, M. J. Ann (2000). University students' preferences for a teacher and teaching style: A case study of Moroccan students. M.A. dissertation, Concordia University (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT MQ47750).
- Barden, Mary Ann Maruca (2000). University of North Carolina faculty perceptions of the degree to which they apply the principles of adult education within the distance education environment and the barriers to becoming more learner-centered in practice. Ed.D. dissertation, North Carolina State University, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9974562).
- Johnson, Cynthia Smyth (1999). A comparison of the teaching styles of full-time and part-time community college faculty. Ed.D. dissertation, Florida Atlantic University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9950468).
- Martin, John Wesley (1999). Adult education philosophies and teaching styles of construction management faculty of the Associated Schools of Construction. Ed.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 9951860).
- Gathright, Gregory Lawrence (1999). An analysis of the Principles of Adult Learning Scale in a correctional education setting. Ed.D. dissertation, Sam Houston State University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9953461).
- Williams, Brenda Cunningham (1999). Educational philosophies and teaching styles of University of Florida Cooperative Extension agents. Ed.D. dissertation, Florida Atlantic University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9948384).
- Magro, Karen Mary (1999). Exploring English teachers' conceptions of teaching and learning in adult education contexts. Ed.D. dissertation, University of Toronto (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT NQ45635).
- Puksa, Micki A. (1999). Nursing students' perceptions of teachers' collaborative teaching style and self-efficacy for collaborative learning. M.Sc.N. dissertation, The University of Western Ontario (Canada), Canada. Retrieved March

21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT MQ39868).

Carr, Corine Mary (1998). Assessing teaching style preference and factors that influence teaching style preference of registered dietitians. Ed.D. dissertation, Ball State University, United States -- Indiana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9825881).

Robinson, Evan Taylor (1998). Evaluating the impact of a pedagogical institute on faculty members' instructional and philosophical orientations. Ph.D. dissertation, Auburn University, United States -- Alabama. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9823169).

McCollin, Evelyn Doreen (1998). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Ph.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9901343).

Papes, Kathleen A. (1998). The relationships among nursing program attributes, nurse faculties' personal attributes and preferences for learner-centered instruction. Ed.D. dissertation, Florida Atlantic University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9913292).

Hughes, Carol Lynn (1997). Adult education philosophies and teaching styles of faculty at Ricks College. Ed.D. dissertation, Montana State University, United States -- Montana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9816315).

Morales Osegueda, Sonia Guadalupe (1997). An assessment of teaching/training style preferences among Oklahoma Cooperative Extension field staff. Ph.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 9811748).

Reiseck, Carol Jean (1996). A case study of a small private college's mental models of the adult student. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9639934).

Mulholland, David Andrew Charles (1996). Characteristics of adult learning and the environment in teaching: A comparative study of faculty and students in residential and extension theological study. Ed.D. dissertation, Trinity Evangelical Divinity School, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9631856).

Moore, Judith Ann Lightner (1996). Competency of community college developmental reading instructors in the principles of adult learning. Ed.D. dissertation, University of Florida, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9709280).

Spoon, Jerry Cecil (1996). Impact of student learning style and instructor teaching style on achievement of adult basic skills students. Ed.D. dissertation, University of Georgia, United States -- Georgia. Retrieved March 21, 2009, from

Dissertations & Theses: Full Text database. (Publication No. AAT 9726935).

Elliott, Dennis Lee (1996). The teaching styles of adult educators at the Buckeye Leadership Workshop as measured by

- the Principles of Adult Learning Scale. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9710558).

Cummings, Richard Gerard (1995). An investigation of teacher-centered or learner-centered teaching style of accounting

- professors. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9536292).

**! All documents are reproduced with the permission of the copyright owner. Further reproduction or distribution is prohibited without permission.**

---

Citation style: APA

**! Attention: Ensure the accuracy and completeness of your bibliography. [Click here to view instructions](#). In particular, the formatting of author names and dates might need to be corrected.**

#### Document 1 of 50

West, Nathaniel Douglas (2008). Adult education practices in Historically Black Colleges and Universities theological settings: An exploratory study of the relationship between the teaching philosophies and teaching styles of seminary professors. Ph.D. dissertation, Virginia Commonwealth University, United States -- Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3334081).

#### Abstract (Summary)

*Scope and method of study.* The purpose of this study was to describe the teaching philosophies and teaching styles of seminary professors at Historically Black Colleges and Universities. Full-time and part-time professors at Hood Theological Seminary, Howard University School of Divinity, Interdenominational Theological Center, Payne Theological Seminary, Shaw University Divinity School, and the Samuel Dewitt Proctor School of Theology of Virginia Union University participated in this study. The study identified teaching philosophies using the Philosophy of Adult Education Inventory (PAEI), and teaching styles using the Principles of Adult Learning Scale (PALS). Data was collected via the Internet using Inquisite, a web-based software program. From a pool of 165 seminary professors, 40 participated in this study. Analysis of Variance was used to examine the relationship between (1) teaching philosophy, (2) teaching style and the different demographic variables. The Pearson correlation was used to explore the relationship between teaching philosophy and teaching style.

*Findings and conclusions.* The Behavioral and Radical orientations were tied for the preferred philosophies of seminary professors. This was followed by the Progressive orientation. The overall mean score on the PALS was 140, which is only six points below the PALS mean of 146. This indicates that seminary professors have a teacher-centered teaching style. ANOVA's revealed only one significant relationship with the demographic variables and teaching philosophy. Full-time faculty had a stronger support for the Behavioral orientation than part-time faculty. ANOVA's revealed significant relationships with teaching style and the demographic variables of gender, and primary area of teaching. In the gender category, females had a stronger support than males for the Climate Building factor, and on the total PALS score. In primary area of teaching, professors who teach in Practical Theology, Christian Education, and Pastoral Care showed stronger support for the Assessing Student Needs factor than those professors who teach in Biblical Studies. The Pearson correlation did not reveal any significant differences between teaching philosophies and teaching styles. However, there was an inverse relationship between the total PALS score and the Liberal, Behavioral, Progressive, and Radical orientations.

#### Indexing (document details)

**Advisor:** Davis, Michael D.  
**School:** Virginia Commonwealth University  
**School Location:** United States -- Virginia  
**Keyword(s):** Teaching philosophy, Teaching style, Seminaries, Historically Black colleges and universities, Adult education

**Source:** DAI-A 69/10, Apr 2009  
**Source type:** Dissertation  
**Subjects:** Adult education, Religious education, Higher education  
**Publication Number:** AAT 3334081  
**ISBN:** 9780549866794  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1613439331&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1613439331

## Document 2 of 50

Osborne, Lisa Y. (2008). Adult students and learner-centered instruction at a small community college: A mixed method study. Ed.D. dissertation, Regent University, United States -- Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3319382).

### Abstract (Summary)

The nature of employment is in the midst of change as the new knowledge-based global economy affects countries around the world (Maehl, 2000). As a result of these developments, a college degree has become important for adults in the workplace. Bermuda College, a small community college of about 1000 students, has the responsibility of providing post-secondary education for Bermuda's students. About 45% of students enrolled in credit courses are at least 25 years old. The purpose of this study was to determine the degree to which adult learning principles, which are consistent with the learner-centered teaching approach, are supported by Bermuda College faculty. Using Conti's Principles of Adult learning Scale (1979) and focus group interviews, the study focused on both faculty and adult students at Bermuda College. Data derived from the faculty survey were analyzed to determine the extent of faculty support for adult learning principles. The mean total score for faculty on the PALS survey was 128.3 indicating that faculty members at Bermuda College are increasingly committed to a teacher-centered style. For Factor 1, Learner-Centered Activities, Factor 3, Relating to Experience and Factor 5, Climate Building, Bermuda College faculty members use a learner-centered approach when teaching adults. For Factor 4, Assessing Student Needs and Factor 6, Participation in the Learning Process, faculty members support the learner-centered approach, though inconsistently. Data derived from student focus group interviews were analyzed to determine student perception of learner-centered instruction. Overall, students perceived that most of the faculty members that teach them are learner-centered in their approach. Although Bermuda College faculty members support learner-centered teaching strategies, the study results indicate that some areas can be strengthened. The study results have implications for teaching and learning at Bermuda College and, in particular, professional development in adult learning.

### Indexing (document details)

**School:** Regent University  
**School Location:** United States -- Virginia  
**Keyword(s):** Adult students, Learner-centered instruction, Adult learners, Community college  
**Source:** DAI-A 69/06, Dec 2008  
**Source type:** Dissertation  
**Subjects:** Community college education, Adult education, Higher education  
**Publication Number:** AAT 3319382  
**ISBN:** 9780549703662  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1570819911&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1570819911

## Document 3 of 50

Smith, Thomas M. (2008). Integrating multiple intelligences and andragogical principles into a preservice teacher education program. Ed.D. dissertation, Walden University, United States -- Minnesota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3325347).

#### Abstract (Summary)

There is a problem in university instruction of adult learners where traditional, teacher-centered pedagogical practices are relied upon rather than andragogical approaches that integrate concepts from the theory of multiple intelligences (MI) and the andragogical model (AM). This study addressed whether the integration of such theories into the instructional practices of a preservice teacher education course would improve student knowledge acquisition as well as influence preservice teachers' preferences toward their own future instructional practices. This quasi-experimental study integrated MI and AM into a learner-centered classroom (treatment group), and compared the results to a traditional teacher-centered, direct instructional classroom (control group). There were 58 preservice teachers in the treatment group and 50 in the control group. Data were collected using a pretest and posttest to measure knowledge acquisition, along with the Principles of Adult Learning Scale to evaluate participants' preferences toward future instructional practices. A *t*-test on two independent sample means was conducted on the mean paired differences between the groups. The treatment group performed significantly better than the control group on the pretest-posttest difference measuring knowledge acquisition yet the treatment did not result in statistically significant differences regarding influence toward future instructional practices. The social implication of this study is that by providing alternative methods that apply MI and AM to accommodate adult learners, educators are more likely to improve both the learning outcomes and student satisfaction of the adults in their classrooms.

#### Indexing (document details)

**Advisor:** Gipe, Joan  
**Committee members:** Dereshiwsky, Mary  
**School:** Walden University  
**Department:** Education  
**School Location:** United States -- Minnesota  
**Keyword(s):** Multiple intelligences, Andragogy, Preservice teacher education, Preservice, Teacher education  
**Source:** DAI-A 69/08, Feb 2009  
**Source type:** Dissertation  
**Subjects:** Adult education, Teacher education  
**Publication Number:** AAT 3325347  
**ISBN:** 9780549798767  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1597606811&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1597606811

---

#### Document 4 of 50

Natale, Ronald D., II (2007). Faculty knowledge of adult learning styles as predictors of success in community college preparatory mathematics. Ed.D. dissertation, University of Florida, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3268315).

#### Abstract (Summary)

Most community college faculty by headcount are part-time. Because of financial shortfalls faced by community colleges, the demand for part-time faculty has increased steadily over the past 30 years. In the Florida Community College System, there are roughly three part-time faculty for every full-time faculty member.

Critics allege that this increasing reliance on part-time instructors impacts the quality of instruction and risks lowering educational quality, yet no evidence exists to support this allegation. There is inconclusive evidence of whether full-time and part-time instructors differ in terms of their use of varied teaching methods in working with adult students, although use of such methods



has been shown to be most effective with these students.

This study investigated the relationship between student persistence in college preparatory mathematics classes and instructor knowledge and application of adult learning principles as established on the Principles of Adult Learning Scale (PALS). Additionally, it investigated the relationship between student persistence in college preparatory mathematics classes and institutional use of part-time faculty.

This study failed to show a significant difference between full-time and part-time instructors in either their awareness or application of knowledge about adult learning principles and six of the seven subscales; however, there was a statistical difference on subscale 5, Climate Building. The characteristics of climate building are the development of an environment that facilitates learners' exploration, builds self-concept, and develops problem-solving abilities and social skills without fear of failure. Furthermore, there was no significant difference in student persistence or success when taught by full-time or part-time instructors.

#### Indexing (document details)

**Advisor:** Honeyman, David S.  
**School:** University of Florida  
**School Location:** United States -- Florida  
**Keyword(s):** Faculty, Adult learning, Success, Community college, Preparatory mathematics  
**Source:** DAI-A 68/06, Dec 2007  
**Source type:** Dissertation  
**Subjects:** Community colleges, Adult education, Continuing education  
**Publication Number:** AAT 3268315  
**ISBN:** 9780549068389  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1379528931&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1379528931

---

#### Document 5 of 50

Powell, Lisa (2006). An exploratory study of the philosophy and teaching styles of Alabama workforce education and entrepreneurship instructors. Ed.D. dissertation, Auburn University, United States -- Alabama. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3225281).

#### Abstract (Summary)

The adult educational philosophies and teaching styles of workforce education and entrepreneurship instructors within the State of Alabama were examined using Zinn's Philosophy of Adult Education Inventory (PAEI) and Conti's Principles of Adult Learning Scale (PALS) instruments. Relationships were examined between the educational philosophies and teaching styles among the participants. This exploratory study also examines the philosophies and teaching styles of Alabama workforce education instructors. The instruments described the attitudes toward various established educational philosophies and teaching styles of the participants in real life teaching situations.

According to the PAEI, the majority of instructors agreed with the progressive and behavioral educational philosophies. Overall, the participants tended to agree with all five educational philosophies. Very few of the instructors reported scores reflecting disagreement, and none of the instructors strongly disagreed with any of the different educational philosophies. This would tend to support the literature that instructors do not tend to examine their educational philosophies and may not be aware of the existing inconsistencies within their beliefs.

Both groups of instructors reported mean scores below the mean established by Conti (2004) for the PALS indicating they tended to be more teacher-centered rather than learner-centered. Female instructors tended to report higher scores than male instructors. Instructors with MBA's tended to have lower scores than those with education degrees. Five of the instructors reported adult education degrees, and these instructors scored above the established mean in the learner-centered range, and score above the established means in three of the seven factor scores on the PALS.

**Indexing (document details)**

**Advisor:** Witte, James E.  
**School:** Auburn University  
**School Location:** United States -- Alabama  
**Keyword(s):** Philosophy, Teaching, Alabama, Workforce education, Entrepreneurship, Instructors  
**Source:** DAI-A 67/07, Jan 2007  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Educational theory  
**Publication Number:** AAT 3225281  
**ISBN:** 9780542765681  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1192187731&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1192187731

**Document 6 of 50**

Ahmed, Michael M. (2006). Patient education: Speech-language pathologists' perceptions regarding the use, effectiveness, and barriers to adult education principles. Ed.D. dissertation, University of South Dakota, United States -- South Dakota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3255090).

**Abstract (Summary)**

Providing education is an integral part of practice for rehabilitation providers and one would be hard pressed to describe a clinical situation in which teaching and learning are not components of intervention. The intent of this study was to examine the patient education practices of speech-language pathologists (SLPs) in the state of Iowa. The primary purposes of this study were to determine the adult education practices SLPs perceive they use, how effective SLPs believe they are with these practices in patient education, and the relationship between the perceived use of these practices and their effectiveness in patient education. The secondary purposes were to determine the types of patient education practices commonly used, what SLPs perceive as barriers to using adult education practices, and what factors SLPs perceive contributed to their professional preparation for patient education. A final purpose was to determine if the differences that exist in the SLPs' perceptions of adult education practices were based on demographics such as number of years in practice, type of work-setting (e.g. hospital versus skilled nursing facility), and amount of educational activities in the last two years (e.g. continuing education seminars or courses offered by colleges or universities) attended.

The population included only the speech-language pathologists in Iowa who were serving the adult population within the state ( $N = 245$ ). The study instrument consisted of adapted versions of the Principles of Adult Learning Scales (PALS) (Conti, 1979), and Patient Education Demographics Survey (Karges, 2003). Five-point Likert type scales assessed PALS scores, effectiveness scores, barriers, professional training, and types of patient education used. Descriptive statistics were used to assess demographic information. Pearson correlation coefficients determined the relationship between the PALS and effectiveness scores, and analysis of covariance assessed the differences in PALS scores based on demographic information.

Based on the findings of this study the following conclusions can be drawn. First, SLPs use both learner- and teacher-centered teaching practices effectively. Second, SLPs almost always taught patients about their disorders as part of treatment. Third, among the many barriers preventing effective patient education, the effect of the patient's illness is a major factor. Fourth, SLPs gain better understanding of adult patient education procedures through their own practices as opposed to didactic SLP education. Fifth, SLPs used these learner-centered practices and felt they were effective with relating to experience, climate building, assessing patient needs, and patient participation in the learning process. Finally, the extent and effectiveness of the use of learner-centered teaching practices is not dependent on the personal characteristics of the SLPs.

**Indexing (document details)**

**Advisor:** Card, Karen  
**School:** University of South Dakota  
**School Location:** United States -- South Dakota

**Keyword(s):** Patient education, Speech-language pathologists, Adult education  
**Source:** DAI-A 68/03, Sep 2007  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Health education  
**Publication Number:** AAT 3255090  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1317315871&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1317315871

## Document 7 of 50

Willson, Angela (2006). Predictors of teaching styles and the adult education philosophies of instructors of radiologic technology programs. Ph.D. dissertation, Touro University International, United States -- California. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3241987).

### Abstract (Summary)

Instructors of Radiologic Technology teach student who will become an integral part of the health care team that diagnosis and treats illness and disease. The awareness of instructional practices and beliefs can motivate an instructor to seek consistency between the two and to seek improvement.

This analytical research was conducted to investigate prevalent teaching styles and personal educational philosophies employed by instructors of Radiologic Technology Programs and to understand which variables influence both. Teaching style was evaluated by use of the Principles of Adult Learning Scale (PALS) that evaluates adult learning principles, which are congruent with collaborative teaching methods referred to as student-centered compared with the traditional method of teaching, referred to as teacher-centered. Personal educational philosophy was determined by use of The Philosophy of Adult Education Inventory<sup>©</sup> (PAEI) which identifies five philosophies that describe an instructor as being: liberal (expert), behavioral (manager), progressive (organizer), humanistic (facilitator), radical (coordinator) or a combination. Gender, full-time/part-time instruction, number of years teaching, professional development and type of teaching institution were evaluated as predictors.

Two hundred and twenty-two instructors responded to this study. Results of the PAEI showed a preference for the Progressive philosophy followed by the Behaviorist philosophy which demonstrates a preference for a student-centered approach to teaching. Scores on PALS showed a strong preference for a teacher-centered style of instruction. In several areas there were significant differences found within the demographic variables on the PALS, but none so strong as to clearly state one is overall more student-centered than another. Analysis revealed no relationship to the demographic variables and the preferred educational philosophy. There was no correlation between preferred teaching style and educational philosophy.

This study concluded the instructors who responded have a student-centered educational philosophy preference which is consistent with literature; however, overall teaching style indicates they prefer a teacher-centered approach. There is a lack of congruency between the instructor's educational beliefs and teaching methods. Respondents with professional development in teaching and learning methodologies tended to be less teacher-centered than those with no formal training. It was recommended that instructors of radiologic technology become more aware of the needs of the adult student and for The Joint Review Committee on Education in Radiologic Technology to include course work in teaching and learning methodologies as a requirement for didactic instructors.

### Indexing (document details)

**Advisor:** Afghani, Afrooz  
**School:** Touro University International  
**School Location:** United States -- California  
**Keyword(s):** Teaching, Adult education, Instructors, Radiologic technology  
**Source:** DAI-B 67/11, May 2007  
**Source type:** Dissertation  
**Subjects:** Health education, Radiology

**Publication Number:** AAT 3241987  
**ISBN:** 9780542967252  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1221678851&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1221678851

#### Document 8 of 50

Stover, Sheri Ensley (2006). Shifting toward learning-centered principles: A faculty development experiment. Ph.D. dissertation, Capella University, United States -- Minnesota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3226213).

#### Abstract (Summary)

This research study evaluated the effectiveness of two approaches (teacher-centered or learning-centered) of a faculty development course designed to help university faculty begin to migrate from teacher-centered to more learning-centered principles. Faculty at Wright State University participated in a 7-week, for-credit, graduate-level course. Half of the group completed a totally online course designed with teacher-centered (TC) principles while the other half completed a blended-learning course designed with learning-centered (LC) principles and faculty were evaluated on the degree to which they adopted and implemented learning-centered principles. The dependent measures were: change in self-reported learning-centeredness via the Principles of Adult Learning Scale, knowledge of learning-centered principles via a criterion-referenced test, use of learning-centered principles while participating as a student via the Classroom Community Scale, and synthesis of learning-centered principles via a rubric applied to a mini-lesson designed by each participant. The results of this study showed that the incorporation of learning-centered principles did make a difference. By the end of the course, participants in the learning-centered (LC) group significantly increased their knowledge ( $p = .022$ ) and significantly transformed to a more learning-centered teaching style ( $p = .012$ ). Participants in the LC group had a significantly higher level of connectedness than the TC group ( $p = .023$ ).

#### Indexing (document details)

**Advisor:** Irlbeck, Sonja A.  
**School:** Capella University  
**School Location:** United States -- Minnesota  
**Keyword(s):** Learning-centered, Faculty development, Instructional design, Blended learning, Distance education  
**Source:** DAI-A 67/07, Jan 2007  
**Source type:** Dissertation  
**Subjects:** Curricula, Teaching, Teacher education, Educational software  
**Publication Number:** AAT 3226213  
**ISBN:** 9780542771224  
**Document URL:** <http://proquest.umi.com/pqdweb?did=1192197301&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 1192197301

#### Document 9 of 50

Cochran, Teri A. (2005). Practices of adult learning principles and learning strategies of financial aid administrators in Oklahoma. Ed.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 3167606).

#### Abstract (Summary)

Financial aid is a very complex profession. This is due to the complexity of the different types of aid programs as well as the complexity of the students being served. Financial aid is a profession that deals with constant change. To keep up with changes and to better serve their clients, financial aid administrators should be aware of adult learning principles and learning strategies. The purpose of this study was to describe the practices of adult learning principles that financial aid administrators possess and to describe their learning strategies. Data for the study were gathered using the Principles of Adult Learning Scale and Assessing the Learning Strategies of AdultS. The data were collected by administering the surveys to 110 financial aid personnel at Oklahoma colleges and universities.

*Findings and conclusions.* Participants in this study were predominately white female with a average age of 40. There were no differences in the demographic variable of this study compared to the population. According to the Assessing The Learning Strategies of AdultS (ATLAS) instrument, the financial aid administrators were equally distributed among the three learning strategies of Navigators, Problem Solvers, and Engagers. Chi-square analysis indicated that the financial aid administrators were about equal with the norm. Therefore, financial aid draws from the general population in terms of learning strategies of the people that are in the profession. According to Principles of Adult Learning Scale (PALS), the financial aid administrators were on the teacher-centered side. Although as a group, financial aid administrators tend to be teacher-centered, they are eclectic in recognizing the student needs, utilizing their experiences, and involving the learner in the process. Cluster analysis revealed that four distinct groups exist within the financial aid community based on their practices of adult learning principles. Conclusions and recommendations related to the implementation of adult learning principles in the financial aid setting, continuing professional education, and staffing utilizing the strengths of the various distinct groups of learners.

#### Indexing (document details)

**Advisor:** Conti, Gary J.  
**School:** Oklahoma State University  
**School Location:** United States -- Oklahoma  
**Keyword(s):** Adult learning, Learning, Financial aid administrators, Oklahoma  
**Source:** DAI-A 66/02, p. 447, Aug 2005  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Educational psychology  
**Publication Number:** AAT 3167606  
**ISBN:** 9780542034237  
**Document URL:** <http://proquest.umi.com/pqdweb?did=885697351&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 885697351

---

#### Document 10 of 50

Weitkamp, Erick W. (2005). Teaching style and technology: The role of educational values in the adoption of information technology innovations in the classroom. Ph.D. dissertation, University of Northern Colorado, United States -- Colorado. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3183581).

#### Abstract (Summary)

This study compared public higher education instructors' values and their use of information technology in the classroom. Several experts have suggested that a values conflict is the underlying cause of the low use of information technology in the public higher education classroom compared to office use and private for-profit training. The Principles of Adult Learning Scale (PALS) developed by G. Conti Ph.D. measured learner-centered educational values. The Classroom Information Technology Usage Survey (CITUS), developed for this study, measured information technology use in the classroom. A total of 2,482 surveys were sent to faculty at three public Western universities, 363 were returned for a 14.6% return rate. Analysis with a canonical correlation using a General Linear Model at an alpha of .05 found a statistically significant correlation between learner-centered teaching values and adoption of information technology in support of the classroom.

#### Indexing (document details)

**Advisor:** Lohr, Linda L.

**School:** University of Northern Colorado  
**School Location:** United States -- Colorado  
**Keyword(s):** Teaching, Educational values, Information technology, Innovation adoption  
**Source:** DAI-A 66/07, p. 2551, Jan 2006  
**Source type:** Dissertation  
**Subjects:** Educational software, Teacher education, Higher education  
**Publication Number:** AAT 3183581  
**ISBN:** 97805422508810  
**Document URL:** <http://proquest.umi.com/pqdweb?did=954025191&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 954025191

---

## Document 11 of 50

Weigandt, Christine Marie (2005). The influence of reviewers' characteristics on their evaluations of instructional technology integration. Ed.D. dissertation, West Virginia University, United States -- West Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3191257).

### Abstract (Summary)

The purpose of this study was to determine what effect the personal characteristics of reviewers might have on their reviews. The participants in this study were nine instructional leaders who used a rubric to evaluate P-12 teachers' web-based instructional units, but still scored them differently.

The characteristics examined in this study included the reviewers' styles of teaching, personal computer use, concerns about instructional technology integration, professional positions, perceived roles, and personal criteria for what makes a good web-based instructional unit.

The study employed both quantitative and qualitative research methodologies. The quantitative instruments used were the Stages of Concern Questionnaire (SoCQ), the Principles of Adult learning Scale (PALS), and the Survey of Computer Use (SCU). The qualitative methods used were interviews of the instructional leaders and coding and compiling of comments made by the instructional leaders when they were evaluating the units.

The results of this study indicate that the reviewers who had teaching styles that were more "learner-centered" were inclined to pass more units than their "teacher-centered" counterparts. The reviewers who had the lowest concerns overall about technology passed less units than those with higher technology concerns. Reviewers who were not in P-12 teaching positions passed more units, while the reviewer whose job it was to teach technology in the public school system passed the least. In addition, the group identified as "advanced" appeared to be judged more stringently, and the group identified as "beginners" appeared to be evaluated more generously. Other factors were less clear; however, when interviewed, the reviewers mentioned various factors that may have influenced their scoring, including their perceptions of their roles and their personal feelings about the participants.

The results of this study imply that reviewers, even when using a rubric, will still incorporate their own opinions and expertise into their reviews. When choosing and assigning reviewers, characteristics that might have an effect should be kept in mind and controlled as much as possible by having at least three reviewers for each product being evaluated and by balancing groups of reviewers by assigning reviewers with similar characteristics to different groups.

### Indexing (document details)

**Advisor:** McCrory, David L.  
**School:** West Virginia University  
**School Location:** United States -- West Virginia  
**Keyword(s):** Reviewers, Instructional technology, Technology integration, Bias  
**Source:** DAI-A 66/09, p. 3278, Mar 2006

**Source type:** Dissertation  
**Subjects:** Educational software, Curricula, Teaching  
**Publication Number:** AAT 3191257  
**ISBN:** 9780542337956  
**Document URL:** <http://proquest.umi.com/pqdweb?did=997898971&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 997898971

## Document 12 of 50

Harris, Stephen (2005). The relationship between cognitive and teaching style preferences of students attending the Air Force Reserve Officer Training Instructor Course at the Academic Instructor School. Ed.D. dissertation, Auburn University, United States -- Alabama. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3173486).

### Abstract (Summary)

The purpose of this study was to investigate the relationship between the cognitive style and teaching style preferences of students enrolled in the Reserve Officer Training Corps (ROTC) instructor course at the Academic Instructor School at Maxwell Air Force base.

Sixty-five (65) cases were examined and analyzed to respond to the two following research questions: (1) to what extent was the relationship of cognitive style as measured by scores on the Kirton Adaption - Innovation Inventory (KAI) and teaching style preferences as measured by scores on the Principles of Adult Learning Scale (PALS) instrument of students enrolled in the Academic Instructor School's (AIS) Reserve Officer Training Corps (ROTC) class and (2) to what extent was there a difference between cognitive style as measured by scores on the Kirton Adaption - Innovation Inventory (KAI) and teaching style preferences as measured by scores on the Principles of Adult Learning Scale (PALS) instrument when students are grouped by: (a) gender, (b) age group, (c) ethnicity, (d) marital status and (e) education level of students enrolled in the ROTC class of the Academic Instructor School? The data for this study indicated that no significant relationship existed with cognitive style as measured by the KAI and teaching style as measured by PALS.

Correlational analysis and multiple regression analysis of the data were performed to ascertain the relationship between cognitive style and teaching style preferences. Multiple regression analysis of the data revealed no predictor variables for either cognitive style or teaching style when grouped by (a) gender, (b) age group, (c) ethnicity, (d) marital status and (e) education level of students enrolled in the ROTC class of the Academic Instructor School.

Multiple regression analysis of the data did indicate strong support for both the KAI Instrument and PALS instruments as performing according to the theory found in the literature. Each instrument retained all factors associated with it as predictor variables. The variables yielded Pearson r coefficients at a level of significance such that  $\alpha = .05$  and  $\alpha = .01$ . The null hypotheses within the study were tested at  $\alpha = .05$ . Each null hypothesis was retained based upon the analysis of the data represented by the sample used in this study.

Suggestions for using cognitive style and teaching style preferences are provided. Recommendations addressing the concern about sameness and lack of change in our educational institutions include the possibility of examining cognitive style and teaching style preferences of administrators and faculty members within these institutions. Recommendations for future research on the relationship of cognitive style and teaching style preferences include investigating other variables, including other ranks and personnel from other Air University system schools, and using another statistical procedure.

### Indexing (document details)

**Advisor:** Kraska, Marie F.  
**School:** Auburn University  
**School Location:** United States -- Alabama  
**Keyword(s):** Cognitive style, Maxwell Air Force Base, Alabama, Teaching style, Air Force, Reserve Officer Training Instructor Course, Academic Instructor School

**Source:** DAI-A 66/04, p. 1323, Oct 2005  
**Source type:** Dissertation  
**Subjects:** Teacher education, Adult education, Continuing education  
**Publication Number:** AAT 3173486  
**ISBN:** 0542108801  
**Document URL:** <http://proquest.umi.com/pqdweb?did=913520691&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 913520691

---

## Document 13 of 50

Barrett, Karinda Rankin (2004). A comparison of online teaching styles in Florida community colleges. Ph.D. dissertation, The Florida State University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3160545).

### Abstract (Summary)

This study determined whether differences existed between the teaching styles of male and female community college instructors who teach online. It was significant because distance education literature highlights a learner-centered teaching style as the appropriate method for teaching online, but limited empirical research exists to support this stance. In order to appropriately answer the research questions posed in this study, I implemented a basic correlational research design.

The Principles of Adult Learning Scale (PALS) was used to measure overall teaching style and seven factors related to teaching style (Conti, 1979). Conti developed PALS in order to assess teaching style through positive and negative behaviors. Teaching experience, discipline, level of education, and employment status, which also have the potential to impact whether community college instructors favor a learner-centered style or a teacher-centered style, were considered in this study. The population consisted of all instructors at Florida's 28 community colleges who were teaching in an online distance education environment. MANOVA and ANOVA were used to analyze the data which was collected through a web-based administration of PALS. Effect size was also included.

Results depicted a difference in the teaching styles of male and female community college instructors who taught online. Women demonstrated a more learner-centered style than men in terms of their overall teaching style. Differences were also apparent based on the second factor, Personalizing Instruction, in which case, women were more likely than men to implement a more learner-centered teaching style. In terms of the demographic variables, differences in teaching styles were noted based on discipline and whether the instructor taught full or part-time. Those instructors who taught in disciplines considered soft/applied implemented a more learner-centered style. Instructors in the hard/pure disciplines demonstrated a greater use of a teacher-centered style. Contrary to prior research, part-time instructors used a more learner-centered style.

A difference in the teaching styles of men and women depicted teaching styles that are below the original norms of PALS, highlighting an online teaching style that is more teacher-centered. Even though women take a more learner-centered approach to teaching than men, the online environment has yet to evolve into a truly learner-centered environment.

### Indexing (document details)

**Advisor:** Bower, Beverly  
**School:** The Florida State University  
**School Location:** United States -- Florida  
**Keyword(s):** Online teaching, Florida, Community colleges, Gender, Distance education  
**Source:** DAI-A 66/01, p. 103, Jul 2005  
**Source type:** Dissertation  
**Subjects:** Higher education, Community colleges, Educational software  
**Publication Number:** AAT 3160545  
**ISBN:** 97804969409510



**Document URL:** <http://proquest.umi.com/pqdweb?did=862896841&Fmt=6&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 862896841

## Document 14 of 50

Lee, Jeong Gi (2004). An investigation and analysis of the teaching styles of faculty members in Midwestern Christian colleges and universities. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3155524).

### Abstract (Summary)

The purpose of this study was to determine the teaching styles of faculty members who teach adult students in selected Christian colleges and universities. It also identified whether professors' teaching styles were teacher-centered or learner-centered and examined the relationship between instructors' teaching styles and such instructor demographic variables as gender, years of teaching experience, taught level of courses, and the background in adult education.

This study used The Principles of Adult Learning Scale (PALS) (Conti, 1983) to measure instructional preferences. Demographic characteristics were collected through a personal data inventory. The participants were 190 full-time teaching faculty members at the Council for Christian Colleges and Universities in the Midwestern region.

The analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA) tests were used to analyze the data. The data were examined for significance at the .05 level of confidence by means of analysis of variance.

The dependent variables in this study were teaching styles of full-time teaching faculty, as represented by the seven subscores from the standardized instrument on the PALS. The seven subscores were: (1) learner-centered activities, (2) personalizing instruction, (3) relating to experience, (4) assessing student needs, (5) climate building, (6) participation in the learning process, and (7) flexibility for personal development.

The study established that there was a significant difference in mean scores on the PALS between participants when examined by the number of years of teaching experiences.

There was also a significant difference for interaction of different level of course taught by gender on participation in the learning process. Women tended to score higher than did men. In general, therefore, female professors who have taught undergraduate courses were found to be more collaborative or learner-centered than were men. However, there was no significant difference for interaction of different genders by years of teaching experience.

### Indexing (document details)

**Advisor:** Spikes, W. Franklin  
**School:** Kansas State University  
**School Location:** United States -- Kansas  
**Keyword(s):** Teaching, Faculty, Midwestern, Christian, Colleges, Universities  
**Source:** DAI-A 65/11, p. 4071, May 2005  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Higher education  
**Publication Number:** AAT 3155524  
**ISBN:** 9780496160518  
**Document URL:** <http://proquest.umi.com/pqdweb?did=828419531&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 828419531

## Document 15 of 50

Ringler, Marjorie Campo (2004). Determining the use of principles of adult learning in professional development. Ed.D.

dissertation, University of Florida, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3161028).

#### Abstract (Summary)

The study of a typical algebraic thinking training session by a professional development project in the state of Florida provided the opportunity to evaluate professional development for teachers and determine whether participants experienced a learner-centered training or a teacher-centered training. The study determined which of the following factors generally accepted in teaching adults the participants perceived to be used by trainers: learner-centered activities, personalizing instructions, relating teaching to student experience, assessing participant needs, climate-building, student participation in the learning process, and flexibility for personal development by students. Additionally, the research conducted in this study determined whether there was a relationship between the years of teaching experience, the level of education of the participants and the perception by the participants that they had been taught using the adult learning principles.

A case study approach with descriptive methods of data collection was employed. In this study 25 elementary and secondary teachers from different areas in the state certified to teach mathematics, special education, and elementary education attended an algebraic thinking training session. This study analyzed participants' written evaluations of the training sessions, action plans developed to implement the new knowledge, and a Principles of Adult Learning Scale (PALS) survey. The PALS helped determine whether participants perceived the training to be teacher-centered or learner centered. The PALS also provided the participants' perceptions of the use of factors generally accepted in teaching adults.

The results of this study indicated that participants perceived the training to be more learner-centered than they had expected, although the overall perception was that the training was teacher-centered. The majority of participants perceived one factor to be consistently used by trainers throughout the training session: relating to participants' experiences. This study also showed a strong indication that those participants with ten or more years of teaching perceived the training to be learner-centered, while participants with fewer than ten years of teaching experience perceived the training to be teacher-centered. The study did not determine if there was a relationship between the highest level of education and the perception that the training used factors generally accepted in teaching adults.

#### Indexing (document details)

**Advisor:** Honeyman, David S.  
**School:** University of Florida  
**School Location:** United States -- Florida  
**Keyword(s):** Professional development, Adult learning  
**Source:** DAI-A 66/01, p. 145, Jul 2005  
**Source type:** Dissertation  
**Subjects:** Teacher education, Adult education, Continuing education  
**Publication Number:** AAT 3161028  
**ISBN:** 97804969436310  
**Document URL:** <http://proquest.umi.com/pqdweb?did=862900171&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 862900171

---

#### Document 16 of 50

Lemani, Chifundo N. (2004). Effectiveness of Trek-21 model of professional development on changes in teacher practices with respect to instructional technology integration. Ed.D. dissertation, West Virginia University, United States -- West Virginia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3156459).

#### Abstract (Summary)

The purpose of this study was to investigate the relationship between key factors of Trek-21 professional development model and resulting changes in teacher practices with respect to the integration of instructional technologies into participants' classrooms. The Trek 21 professional development was a three-year project designed to bring about a deep and lasting change in educators through the integration of instructional technologies. The project was funded as an implementation grant through the U.S. Department of Education's *Preparing Tomorrow's Teachers to Use Technology* (PT3) grant program. The Trek-21 professional development was developed around research-based practices that enabled participants to develop IT skills necessary to integrate what they learned.

Participants included 27 PK-12 teachers from schools in West Virginia, who took part in the second year (2001) of Trek-21 professional development training from January 2001 to January 2002. Data were collected using the Stages of Concern Questionnaire, the Principles of Adult Learning Scale (PALS) Questionnaire, the Survey of Computer Use Questionnaire, the Final-Daily Evaluation Questionnaire, and Indicators of Instructional Change Instrument (also known as the Lesson Sweep Instrument). Three key factors of the Trek-21 model were considered as potential factors affecting integration of instructional technologies into the classroom. These three factors include duration of training, instructional design, and evaluation. Descriptive analysis, paired t-test, correlation analysis and simple regression analysis were the quantitative statistical procedures that were used to compile the results.

Crucial key factors of the model found to be significant in affecting the integration of ITs into the classroom included duration of training and evaluation. The results indicated that teachers did make significant gains in integrating ITs learned during training over the duration of training suggesting that the period of training was sufficient enough to facilitate change in teacher practice. The study did not find Instructional Design as a crucial key factor of the Trek-21 professional development model.

#### Indexing (document details)

**Advisor:** Wells, John G.  
**School:** West Virginia University  
**School Location:** United States -- West Virginia  
**Keyword(s):** Trek-21, Professional development, Instructional technology, Technology integration  
**Source:** DAI-A 65/12, p. 4533, Jun 2005  
**Source type:** Dissertation  
**Subjects:** Educational software, Teacher education  
**Publication Number:** AAT 3156459  
**ISBN:** 9780496172009  
**Document URL:** <http://proquest.umi.com/pqdweb?did=845708511&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 845708511

---

#### Document 17 of 50

Quillin, April A. (2004). The teaching styles of UAA School of Nursing faculty. M.Ed. dissertation, University of Alaska Anchorage, United States -- Alaska. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 1421643).

#### Abstract (Summary)

Adult and nursing education are inherently intertwined. Literature recommendations by academia, scholars and the National League of Nurses supports learner centered teaching orientations. Investigation into teaching styles affords educators opportunities to critically reflect on their praxis and potentially improve teaching practices.

The University of Alaska Anchorage (UAA) School of Nursing faculty's overall teaching styles were assessed using the Principles of Adult Learning Scale (PALS). The relationship age, years teaching, time since employed providing patient care, academic background and teaching critical thinking with the Seven PALS Factors were investigated using one-way ANOVA, Pearson correlation coefficients, and t-tests.

UAA nurse educators PALS scores ranged from 110-183, however, overall they were significantly teacher centered. Conversely, they were more learner centered than other nurse educators in comparable studies. The demographic factors assessed were not

suggestive of a relationship affecting overall teaching style, though some demographics assessed suggested significant relationships with certain PALS Factors.

#### Indexing (document details)

**Advisor:** Lund, Carole  
**School:** University of Alaska Anchorage  
**School Location:** United States -- Alaska  
**Keyword(s):** Alaska  
**Source:** MAI 43/01, p. 23, Feb 2005  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Health education, Higher education  
**Publication Number:** AAT 1421643  
**Document URL:** <http://proquest.umi.com/pqdweb?did=790308311&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 790308311

---

#### Document 18 of 50

Rothamer, Frank Russell (2003). Business faculty knowledge of adult learning styles: Cooperative education vs. non-cooperative education institutions. Ph.D. dissertation, University of Florida, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3127686).

#### Abstract (Summary)

Many higher education institutions are facing difficult financial decisions. Researchers have identified the need for empirical research on cooperative education programs to help justify necessary financial and pedagogical decisions in today's ever-changing higher education environment.

The purpose of this study was to determine if differences exist between business faculty in their knowledge of adult learning styles utilizing the seven factors of the Principles of Adult Learning Scale. This study focused on business faculty at four-year higher education institutions that promote cooperative education and business faculty at four-year higher education institutions that do not promote cooperative education. There were 82 business faculty members who participated in this study.

An ANOVA was used to determine if there were significant differences in the factor scores of cooperative education business faculty and non-cooperative education business faculty. Significant differences were identified in the factor scores for climate-building, participation in the learning process, relating to experience, and flexibility for personal development. Business faculty in higher education institutions with a rich culture in cooperative education scored higher in each of the above factors than did their business faculty counterparts at higher education institutions with no such cooperative education culture.

The results of this study contributes to a greater understanding of cooperative education and adult learning theory. This study, along with other research, begins to bridge the empirical research gap utilizing the linkage of cooperative education and adult learning theory.

#### Indexing (document details)

**Advisor:** Honeyman, David S.  
**School:** University of Florida  
**School Location:** United States -- Florida  
**Keyword(s):** Business faculty, Adult learning, Cooperative education  
**Source:** DAI-A 65/03, p. 799, Sep 2004  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Curricula, Teaching, Teacher education, Business education

**Publication Number:** AAT 3127686

**Document URL:** <http://proquest.umi.com/pqdweb?did=765791661&Fmt=6&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 765791661

## Document 19 of 50

Karges, Joy Renae (2003). Patient education: Physical therapists' perceptions regarding the use, effectiveness, and barriers of adult education principles. Ed.D. dissertation, University of South Dakota, United States -- South Dakota. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3100600).

### Abstract (Summary)

Due to the lack of physical therapy literature on patient education and the importance of patient education in current physical therapy practice, this study examined the patient education practices of physical therapists (PTs) in South Dakota. The primary purpose of this study was to analyze the adult education practices PTs perceive they use, how effective PTs believe they are with these practices in patient education, and the relationship between the use and effectiveness with patient education. The secondary purpose was to determine if there were any differences in PT perceptions of adult education based on demographics such as number of years in practice and highest academic degree. The final purpose was to determine the types of patient education commonly used, what PTs perceive as barriers to using adult education practices, and what factors PTs perceive contributed to their professional preparation for patient education.

The population included all of the licensed physical therapists in South Dakota ( $n = 495$ ). The instrument used for this study included two parts: the Principles of Adult Learning Scale (PALS) (Conti, 1979) and a survey developed by the investigator. Descriptive statistics were used to assess demographic information, PALS scores, effectiveness scores, barriers, professional training, and type of patient education typically used. Pearson correlation coefficients were used to determine the relationship between the PALS and effectiveness scores, while analysis of variance was used to assess the differences in PALS scores based on the demographic information.

The following conclusions were based on the findings of this study: First, PTs use learner-centered actions with patient education and are effective in using these activities. Second, PTs always include home exercises in their patient education, but do provide the patients with a variety of other information and advice about their status. Third, there are several barriers that limit the effectiveness of PTs in using learner-centered patient education. Next, PTs gain understanding of patient education techniques in practice as opposed to didactic physical therapy education. Finally, the extent of use and effectiveness of learner-centered activities in patient education is not dependent on the personal characteristics of the physical therapists.

### Indexing (document details)

**Advisor:** Card, Karen

**School:** University of South Dakota

**School Location:** United States -- South Dakota

**Keyword(s):** Patient education, Physical therapists, Adult education

**Source:** DAI-B 64/08, p. 3783, Feb 2004

**Source type:** Dissertation

**Subjects:** Rehabilitation, Therapy, Higher education

**Publication Number:** AAT 3100600

**Document URL:** <http://proquest.umi.com/pqdweb?did=764875631&Fmt=6&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 764875631

## Document 20 of 50

Fitzgibbon, Scott Francis (2002). Assessment of a professional development workshop: Facilitating adult learning. Ed.D.

dissertation, University of Pittsburgh, United States -- Pennsylvania. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3078840).

### Abstract (Summary)

The field of adult learning has evolved into four main areas of research, self-directed learning, experiential learning, learning to learn, and critical reflection. Each area has its unique set of ideas, strategies, and techniques which are appropriate for facilitating adult learning. The problem for practitioners becomes how to integrate the theory into their own practice as educators. Fortunately, there is significant overlap and it becomes much more manageable when the focus shifts from each specific theory to an approach toward teaching because the field advocates the use of a learner-centered approach.

As practitioners develop a better understanding of their teaching approach and become consciously aware of their own style preference, intentional planning appropriate to the learning situation becomes possible. Through this awareness, the practitioner has the choice to alter techniques that mirror the findings in adult learning theory, resulting in a better teaching/learning experience.

This professional development workshop reviewed teaching style, adult learning theory, and the implications of that theory on the preferred teaching style with adult learners. Teaching style was assessed using the Principles of Adult Learning Scale (PALS) developed by Gary Conti.

The results showed a positive change on the PALS toward a more learner-centered approach. The correlation of the workshop evaluation supported that the workshop had impacted the change. The qualitative results reinforced that participants had begun to differentiate facilitation techniques from an approach toward teaching; thus, supporting the change in the scores and the correlation of the workshop evaluation.

By separating approach toward a learning experience from the use of facilitation techniques, faculty can make more informed decisions regarding teaching. Rather than using one area of development at the expense of another, faculty can incorporate those facilitation techniques that they currently use and pursue others that will intentionally support facilitation within a consistent learning approach.

### Indexing (document details)

**Advisor:** Nelson, Glenn  
**School:** University of Pittsburgh  
**School Location:** United States -- Pennsylvania  
**Keyword(s):** Professional development, Workshop, Adult learning  
**Source:** DAI-A 64/01, p. 111, Jul 2003  
**Source type:** Dissertation  
**Subjects:** Teacher education, Higher education, Adult education, Continuing education  
**Publication Number:** AAT 3078840  
**ISBN:** 9780493999531  
**Document URL:** <http://proquest.umi.com/pqdweb?did=765193761&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 765193761

---

### Document 21 of 50

Wang, Chunxue (2002). Instructional preferences of adult educators and perceptions of their adult students in distance learning settings. Ed.D. dissertation, University of Arkansas, United States -- Arkansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3055349).

**Abstract (Summary)**

The purpose of this study was to determine if there is congruence between teaching preferences of adult educators and their adult students' perceptions related to the andragogical model in distance learning settings. The data for this study were gathered from the responses to questionnaires entitled the Principles of Adult Learning Scale (PALS) developed by Conti (1983a). The student survey instrument was adapted from Conti's (1983a) Principles of Adult Learning Scale, known in this study as the PALS-Student Version. The student survey instrument was parallel in content and numbers (44 items) with the original survey instrument for adult educators in this study. The PALS instrument is based on the principles that are advanced in adult education literature.

The participants of this study were six adult educators at the Department of Vocational and Adult Education at the University of Arkansas and their adult students at the different distance learning sites across the state of Arkansas. These distance learning sites include Fayetteville, Blytheville, Harrison, Hope, Stuttgart, Batesville, Forth Smith, North Little Rock, Pine Bluff and Helena. The study was completed between August 20, 2001 and October 22, 2001.

The overall PALS scores are broken down into seven factors supporting the collaborative or andragogical instructional mode. High mean scores on PALS represent a learner-centered approach to teaching and low mean scores represent a teacher-centered approach. For a mean score that nears the scale midpoint (2.5), it implies a lack of strong support for or against the concept.

The findings showed that there was no congruence between teaching preferences of adult educators and their students' perceptions in Factor 1, Learner-Centered Activities, Factor 5, Climate Building and Factor 7, Flexibility for Personal Development. The students rated Factor 1, Learner-Centered Activities, significantly higher than their students, which means the instructors supported a teacher-centered approach to teaching whereas their students thought that their instructors supported learner-centered approach to teaching. Teachers rated Factor 5, Climate Building, significantly higher than their students, which means that the educators supported the teaching mode, Climate Building. The students thought that their instructors did not support this teaching mode. Students rated Factor 7, Flexibility for Personal Development, significantly higher than their teachers, which means that students thought that their instructors supported this teaching mode, Flexibility for Personal Development whereas instructors thought that they supported the opposite. There was congruence between teaching preferences of adult educators and their students' perceptions in Factor 2, Personalizing Instruction, Factor 3, Relating to Experience, Factor 4, Assessing Student Needs and Factor 6, Participation in the Learning Process. The study further discovered that the ways adult educators prefer to teach may not be the ways their students perceive.

The study further indicated that the adult students studied, considered the andragogical model more effective in distance learning settings.

**Indexing (document details)**

**Advisor:** Hinton, Barbara E.  
**School:** University of Arkansas  
**School Location:** United States -- Arkansas  
**Keyword(s):** Instructional preferences, Adult educators, Distance learning  
**Source:** DAI-A 63/05, p. 1673, Nov 2002  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Educational software  
**Publication Number:** AAT 3055349  
**ISBN:** 9780493702094  
**Document URL:** <http://proquest.umi.com/pqdweb?did=726481431&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 726481431

**Document 22 of 50**

Totin Meyer, Mary Ann Theresa (2002). The use of the Principles of Adult Learning Scale to assess the instructional practices of clinical instructors/preceptors for graduate nurse practitioner students in North Carolina. Ed.D. dissertation, North Carolina State University, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database.

(Publication No. AAT 3031775).

### Abstract (Summary)

The purpose of this study was to investigate the degree to which the instructional practices of clinical instructors/preceptors of adults in NP masters degree School of Nursing (SON) programs adhere to the adult education learning principles that are congruent with the collaborative-teaching learning mode. Additionally, a descriptive profile of clinical instructor demographic variables was developed and the relationships between adherence to the adult education learning principles and the variables were examined. There are a total of 737 clinical instructors who preceptor NP students for six graduate NP programs in NC for the 2000 to 2001 academic year. Proportional stratified sampling was utilized with a final sample size of 198 clinical instructors. The wording of eight items of PALS was modified slightly, therefore, the reliability of the modified PALS was established with the coefficient alpha reliability estimate. The PALS instrument yields a total score and seven factor scores that comprise the elements of the collaborative mode. The demographic instrument obtained data concerning gender, age, academic degree level, credit hours or continuing education in adult and clinical education, years of clinical teaching, and clinical specialty of the study group. The following conclusions are justified within the limitations of the study and the mean results. First, the clinical instructors for NP students in NC adhered to the adult education learning principles that were congruent with the collaborative teaching-learning mode. Second, the clinical instructors of NP students in NC adhered to three of the seven factors inherent in collaborative teaching-learning in the areas of learner-centered activities, assessing student needs, and learner-centered activities, but utilized more teacher-centered behaviors for the other four. Third, clinical instructors who are female, master-degree prepared, advanced practice nurses have a more collaborative style than clinical instructors who are male, doctoral degree prepared physicians. Finally, clinical instructors who had continuing education or credit hours in clinical education training or adult education had a more collaborative style than clinical instructors who had no continuing education or credit hours in clinical education training or adult education. Future research should delve into the gaps between "ideal" collaborative clinical instruction and the reality of "actual" practice for the clinical instructor and the student.

### Indexing (document details)

**Advisor:** Glass, J. Conrad  
**School:** North Carolina State University  
**School Location:** United States -- North Carolina  
**Keyword(s):** Preceptors, Principles of Adult Learning Scale, Graduate nurse practitioner students, North Carolina, Clinical instructors, Nursing education  
**Source:** DAI-A 62/11, p. 3661, May 2002  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Health education, Teacher education  
**Publication Number:** AAT 3031775  
**ISBN:** 97804934436910  
**Document URL:** <http://proquest.umi.com/pqdweb?did=726128331&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 726128331

---

### Document 23 of 50

Roberson, Valerie Rose (2002). Use of adult learning principles by adult basic skills instructors in an urban community college district. Ph.D. dissertation, Illinois State University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3088031).

### Abstract (Summary)

The teaching styles of adult basic skills instructors were examined within this study. The Principles of Adult Learning Scale (PALS) was used to assess the reported use of an overall teaching style and of seven instructional behaviors including Learner-Centered Activities, Personalizing Instruction, Relating to Experience, Assessing Student Needs, Climate Building, Participation in the Learning Process, and Flexibility for Personal Development.

The survey was completed by 397 adult basic education instructors who were employed during the fall of 2001, in the City Colleges of Chicago, a seven community college district. While Conti, the survey creator, found a mean score of 146 and standard



deviation of 20 with adult education instructors within several settings, the mean of the City College instructors was 130 (SD = 17.08). This mean score indicated that the City Colleges adult basic education instructors tend towards a teacher-centered instructional style, rather than the learner-centered style advocated by adult education theorists.

The instructors' teaching styles and use of the seven instructional behaviors were analyzed by instructor characteristics including age, ethnic background, gender, education and experience and course characteristics including college location, course setting, and course subjects. The teaching styles of these instructors were within the range of teacher-centered scores for the overall scores and six of the seven factor scores. The only modest exception was their mean score for Relating to Experience that indicated a tendency to use both learner and teacher-centered instructional behaviors. Also, women indicated that they tended to be significantly more learner-centered than men in their overall teaching styles and in five of the seven factors.

#### Indexing (document details)

**Advisor:** Palmer, James C.  
**School:** Illinois State University  
**School Location:** United States -- Illinois  
**Keyword(s):** Adult learning, Basic skills instructors, Community college district, Urban education  
**Source:** DAI-A 64/04, p. 1157, Oct 2003  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Community colleges  
**Publication Number:** AAT 3088031  
**Document URL:** <http://proquest.umi.com/pqdweb?did=765623911&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 765623911

---

#### Document 24 of 50

Taylor-King, Sheila (2001). Differences between full- and part-time faculty in the practice of and value for learner-centered teaching: A case study at a private urban liberal arts college. Ed.D. dissertation, University of Wyoming, United States -- Wyoming. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3010733).

#### Abstract (Summary)

This institutional case study examined self-reported practices and beliefs of faculty regarding the degree to which they practice and value learner-centered teaching principles in their teaching of undergraduate and graduate students at a private-urban liberal arts college. The Principles of Adult Learning Scale (PALS) was used as the primary data-gathering tool. Analysis showed slight but statistically significant differences between full-time and part-time faculty in both the degree of practice and the expression of importance of learner-centered institution.

The study results did not determine any significant differences by gender or age in either practice of or value for learner-centered teaching. However, it was noted that faculty teaching exclusively at the graduate level reported less incorporation of learner-centered principles into their teaching and rated learner-centered teaching precepts as less important than their faculty counterparts with exclusively undergraduate or combined undergraduate and graduate teaching assignments.

Follow-up personal interviews with both full- and part-time faculty corroborated the results of the PALS survey, with part-time faculty expressing inability to devote sufficient time required to modify courses in order to incorporate learner-centered teaching techniques. Among the recommendations emanating from this study is that the college should consider development of faculty professional education programs on the application of learner-centered teaching techniques, with said programs being designed especially to suit the needs of part-time faculty.

#### Indexing (document details)

**Advisor:** Sherritt, Caroline  
**School:** University of Wyoming  
**School Location:** United States -- Wyoming

**Keyword(s):** Faculty, Learner-centered, Teaching, Liberal arts college, Urban education, Private education  
**Source:** DAI-A 62/03, p. 880, Sep 2001  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Higher education, Curricula, Teaching  
**Publication Number:** AAT 3010733  
**ISBN:** 9780493201221  
**Document URL:** <http://proquest.umi.com/pqdweb?did=729008271&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 729008271

## Document 25 of 50

O'Brien, Michael Dennis (2001). Teaching style and teaching philosophy of rehabilitation educators. Ed.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 3023943).

### Abstract (Summary)

*Scope and method of study.* The purpose of this study was to describe teaching styles and educational philosophies of rehabilitation educators. Participants in this study were rehabilitation educators who are participants in the NCRE Faculty/Staff/Institutions LISTSERV and who are members of the National Council on Rehabilitation Education. The study identified educational philosophies using the Philosophy of Education Inventory (PAEI) and teaching styles using the Principles of Adult Learning Scale (PALS). Data was collected electronically using the LISTSERV and a hyperlink to the questionnaire. Out of a potential 453 participants, 104 (23%) rehabilitation educators participated. Analysis of Variance was used to examine the relationships between the various demographic variables and: (a) educational philosophies; and (b) teaching styles. Discriminant analysis was used to examine the interaction between teaching style and educational philosophies. Finally, cluster analysis was used.

*Findings and conclusions.* Teaching philosophy was found to be significantly related to teaching style among rehabilitation educators. Rehabilitation educators showed the strongest support for the Progressive Adult Education Philosophy as measured by the PAEI. Behaviorist Philosophy was second while the Humanist Philosophy and the "mixed" philosophical orientation were tied for third. The overall mean score on the PALS was 142.2, which is very similar to the PALS mean of 146. Demographic data revealed that rehabilitation educators are typically over 50 years of age, white, male, and have a doctorate in rehabilitation or related to rehabilitation. ANOVA's indicated a relationship between philosophical orientation and whether or not the participant had received state vocational rehabilitation funding or RSA fellowships. No relationships were found for any of the demographic variables and teaching style. Discriminant analysis was completed. Discriminant functions were 75% accurate in Classifying cases. Liberal Adult Education Philosophy was the only variable was considered in the analysis of the discriminant function. A perfect 1.0 correlation was discovered. Thus if the individual's score on Liberal Philosophy is known, whether or not they are teacher centered or student centered can be predicted. Cluster analysis revealed three groups of rehabilitation educators. They were named Behavioral Decision Makers, Progressive Facilitators, and Guided Explorers.

### Indexing (document details)

**Advisor:** Conti, Gary  
**School:** Oklahoma State University  
**School Location:** United States -- Oklahoma  
**Keyword(s):** Teaching style, Philosophy, Rehabilitation educators  
**Source:** DAI-A 62/08, p. 2658, Feb 2002  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Rehabilitation, Therapy, Educational theory  
**Publication Number:** AAT 3023943  
**ISBN:** 9780493354293  
**Document URL:** <http://proquest.umi.com/pqdweb?did=725927321&Fmt=6&clientId=21243&RQT=309&VName=PQD>

ProQuest document ID: 725927321

---

**Document 26 of 50**

McCoy, Mark Randall (2000). Blackboards and badges: Teaching style in law enforcement education and training in Oklahoma. Ed.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 9979177).

**Abstract (Summary)**

*Scope and method of study.* The move of law enforcement to community-oriented policing (COP) requires that police officers develop communication and problem solving skills. The application of adult learning principles in law enforcement education can help prepare officers for their role in COP. Therefore, the purpose of this study was to describe the teaching style of the faculty of the Oklahoma Council on Law Enforcement Education and Training (CLEET) and the degree and method of application of adult learning principles by the CLEET faculty. In this descriptive study, 85 instructors completed the Principles of Adult Learning Scale (PALS) and 21 instructors participated in in-depth interviews.

*Findings and conclusions.* Major findings in the study related to CLEET instructors strong preference for a teacher-centered style of teaching as measured by PALS. Comparison of teaching style to demographic variables revealed no differences except for an increased focus on learners by faculty with formal education beyond a bachelor's degree and part-time instructors. Also, instructors with training in adult learning personalized instruction. Conclusions related to the nature of the field and instructor development. Recommendations were made related to professional development and the application of adult learning principles to law enforcement education and training.

**Indexing (document details)**

**Advisor:** Conti, Gary J.  
**School:** Oklahoma State University  
**School Location:** United States -- Oklahoma  
**Keyword(s):** Community policing, Teaching style, Law enforcement education, Oklahoma  
**Source:** DAI-A 61/07, p. 2554, Jan 2001  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Criminology, Teacher education  
**Publication Number:** AAT 9979177  
**ISBN:** 9780599852068  
**Document URL:** <http://proquest.umi.com/pqdweb?did=727710031&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 727710031

---

**Document 27 of 50**

Hajduk, Marcia A. (2000). Differences between full and part-time faculties' student-centered instructional format as identified by PALS and APALS when teaching adults in academic credit courses in a community college. Ed.D. dissertation, Temple University, United States -- Pennsylvania. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9965976).

**Abstract (Summary)**

The purpose of this study is to determine if a difference exists in the student-centeredness of instruction between full- and part-time faculty at a community college, and if the students' agree with their instructor's self-assessment of instructional format.

Conti's Principles of Adult Learning Scale (PALS) was administered, along with a modified version, APALS, for student use. No significant differences were found in PALS scores between full- and part-time faculty. Students, however, felt their teachers were more student-centered in their instructional format than the teachers scored themselves.

#### Indexing (document details)

**Advisor:** Quandt, Ivan  
**School:** Temple University  
**School Location:** United States -- Pennsylvania  
**Keyword(s):** Faculties, Student-centered, Instructional format, PALS, APALS, Teaching, Academic credit, Community college  
**Source:** DAI-A 61/03, p. 849, Sep 2000  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, School administration, Community colleges, Curricula, Teaching  
**Publication Number:** AAT 9965976  
**ISBN:** 9780599706002  
**Document URL:** <http://proquest.umi.com/pqdweb?did=731892261&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 731892261

---

#### Document 28 of 50

Mainville, Linda (2000). Etude de la relation entre l'utilisation d'une approche d'enseignement et l'orientation épistémique de formateurs responsables d'apprenants adultes au palier secondaire en Ontario. Ph.D. dissertation, University of Ottawa (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT NQ57055).

#### Abstract (Summary)

Cette recherche porte sur la relation entre l'orientation épistémique de formateurs et l'utilisation, dans un contexte nord-américain, d'une approche andragogique par rapport à une approche pédagogique.

Cette recherche poursuit trois buts. Elle se préoccupe de la relation entre l'orientation épistémique des enseignants et leur approche d'enseignement; identifie l'orientation épistémique d'une approche andragogique; et observe la relation antithétique entre le mode rationnel et le mode noétique du modèle de Rancourt.

Une revue de la littérature révèle que les formateurs n'utilisent pas une approche andragogique en présence d'apprenants adultes et cela, tant dans les institutions d'éducation formelle que dans celles d'éducation non formelle. Dans le but de fournir des éclaircissements à ce sujet, certaines études mettent en relation diverses variables démographiques avec l'utilisation d'une approche andragogique. Toutefois, la majorité de ces études démontrent des résultats non significatifs ou contradictoires, rendant impossible l'établissement d'un cadre pour expliquer l'utilisation d'une approche andragogique.

L'échantillon (300) provient d'une population (2 700) d'enseignants anglophones, qualifiés aux cycles intermédiaire et supérieur et responsables d'apprenants adultes. On utilise l'instrument KAMI (Knowledge Accessing Mode Inventory) une version anglaise de l'IMAC (Inventaire des modes d'accès à la connaissance) de Rancourt (1986, 1990) pour identifier l'orientation épistémique des formateurs. Le PALS (Principles of Adult Learning Scale) identifie l'utilisation d'une approche andragogique par rapport à l'utilisation d'une approche pédagogique.

On a trouvé une faible corrélation entre le mode rationnel et l'utilisation d'une approche andragogique. Cette corrélation supposait que moins le formateur utilisait le mode rationnel pour accéder, traiter et transmettre la connaissance, plus il avait tendance à utiliser une approche andragogique.

Cette recherche contribue à l'avancement des sciences parce qu'elle a trouvé que l'orientation épistémique d'une approche andragogique semble être NER; que l'orientation épistémique des formateurs des écoles secondaires en Ontario semble être plutôt empirique; que parmi les formateurs qui utilisent une approche andragogique, les formateurs dont l'orientation épistémique est non-rationnelle utilisent davantage de principes andragogiques que les formateurs dont l'orientation épistémique est rationnelle

à cause de l'encapsulation; et que peu de formateurs possèdent une orientation épistémique RNE et NRE à cause de la relation antithétique entre le mode rationnel et le mode noétique, selon le modèle de Rancourt. (Abstract shortened by UMI.)

#### Indexing (document details)

**Language:** French, FR  
**Advisor:** St-Germain, Michel  
**School:** University of Ottawa (Canada)  
**School Location:** Canada  
**Keyword(s):** Ontario, French text, Adult education, Secondary education  
**Source:** DAI-A 62/02, p. 521, Aug 2001  
**Source type:** Dissertation  
**Subjects:** Secondary education, Vocational education, Adult education, Continuing education  
**Publication Number:** AAT NQ57055  
**ISBN:** 9780612570559  
**Document URL:** <http://proquest.umi.com/pqdweb?did=727939941&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 727939941

---

#### Document 29 of 50

Dupin-Bryant, Pamela A. (2000). Identifying teaching styles of interactive television instructors and variables related to distance education teaching style. Ph.D. dissertation, University of Wyoming, United States -- Wyoming. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9993732).

#### Abstract (Summary)

As supported by many studies, effective distance education instruction revolves around learner-centered teaching styles that decrease social and psychological distance and increase student interaction and participation in the entire teaching-learning process. This study identified teaching styles of university interactive television instructors and variables that account for distance education teaching style. Interactive television instructors ( $N = 203$ ), representing nine land-grant universities, completed a demographic survey and the Principles of Adult Learning Scale (PALS), a 44-item teaching style assessment instrument.

Descriptive statistics revealed interactive television instructors displayed behaviors representative of both learner-centered and teacher-centered styles, with a strong inclination toward a teacher-centered approach to the distance teaching process. Regression analysis identified two predictor models of interactive television instructor teaching style. Six variables accounted for 37% of the variance in teaching style, including: (a) training in philosophy, history, and/or foundations of adult/continuing education; (b) interactive classroom type; (c) training in psychology of adult development/learning; (d) training in teaching methods for adults; (e) consultation with other distance education instructors; and (f) training in the development of curricula for distance education courses. A simplified model, excluding technology variables, found three variables: (a) training in philosophy, history, and/or foundations of adult/continuing education; (b) training in psychology of adult development/learning; and (c) consultation with other instructors; provide the best prediction ( $R^2 = .27$ ) of teaching style. Correlational analysis found teaching style was also related to education level, academic rank, teaching experience, technology type, and training in teaching methods for distance education.

As distance education becomes integral to the mission of higher education, knowing teaching styles of instructors and variables that help explain or predict learner-centered teaching styles will help institutions refine their programs to better serve the needs of students. Individuals, who seek to improve distance education by encouraging learner-centered environments, will find the results useful in developing guidelines and policies for effective faculty development programs, recruiting and retaining instructors, and selecting appropriate distance education technology.

#### Indexing (document details)

**Advisor:** Whitson, Donna

**School:** University of Wyoming  
**School Location:** United States -- Wyoming  
**Keyword(s):** Teaching, Interactive television instructors, Distance education  
**Source:** DAI-A 61/11, p. 4255, May 2001  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Educational software, Higher education  
**Publication Number:** AAT 9993732  
**ISBN:** 9780493022109  
**Document URL:** <http://proquest.umi.com/pqdweb?did=728402211&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 728402211

---

## Document 30 of 50

Liaros, Bill P. (2000). Predominant teaching behaviors in an electronic distance education (EDE) program utilizing a live interactive television (ITV) system. Ph.D. dissertation, Loyola University of Chicago, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9955395).

### Abstract (Summary)

The purpose of this study was to analyze data about the most preferred teaching style of an instructor in a live interactive television (ITV) system. Adult distance education learners were also surveyed as to their perceived instructional behaviors. In addition its purpose was to also determine if the activities of the instructor were teacher-centered or learner-centered.

To accomplish the purpose of this study, two research questions were posed: (1) What stated instructional methods were preferred by instructors? (2) What instructional methods were perceived by learners?

Teaching style data was gathered using the Principles of Adult Learning Scale (PALS), an assessment instrument of teaching styles for educators. For the purposes of this study, three factors (consisting of twenty-four items) of PALS will be used: (1) learner-centered activities, (2) personalized instruction, and (3) participation in the learning process. The PALS will be administered to both faculty members and students in order to determine the degree of correlation between the instructors' stated teaching styles and the perceived teacher behavior of the learners.

The professional responsibility that confronts educators today is to strive for quality teaching which requires us to reflect on what we do, how we do it, and why we do it. The emerging field of Electronic Distance Education (EDE) further expands our responsibility and adds new challenges to the already difficult task of teaching: a new high-tech environment, adult learners' objectives, and a change in our teaching style from a content orientation to one focused on the learner.

Awareness of what we do and why is a positive step toward adding to what is presently known about teaching styles; it is one way to help teachers perfect the most effective teaching style that best fits their particular circumstances.

### References

Cited by (1)

### Indexing (document details)

**Advisor:** Cienkus, Robert C.  
**School:** Loyola University of Chicago  
**School Location:** United States -- Illinois  
**Keyword(s):** Teaching behaviors, Electronic distance education, Interactive television, Distance education  
**Source:** DAI-A 60/12, p. 4305, Jun 2000

**Source type:** Dissertation  
**Subjects:** Curricula, Teaching, Educational software  
**Publication Number:** AAT 9955395  
**ISBN:** 9780599587014  
**Document URL:** <http://proquest.umi.com/pqdweb?did=730649221&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 730649221

#### Document 31 of 50

Brosseau, M. J. Ann (2000). University students' preferences for a teacher and teaching style: A case study of Moroccan students. M.A. dissertation, Concordia University (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT MQ47750).

#### Abstract (Summary)

This thesis presents an exploratory study that was conducted with Moroccan university students to examine a possible link between students' preferences for a teacher and teaching style, with an emphasis on the cultural components which may affect students' evaluation or perceptions of teaching and teachers.

Seven participants were interviewed and asked to describe their best and worst teacher according to questions designed around the PALS' (Principles of Adult Learning Scale) seven factors, a self-assessment tool designed to identify teaching styles. The "best" and "worst" teachers' teaching style was then evaluated, based on the students' perceptions of their chosen teachers. Best teachers chosen by the participants did appear to tend towards a learner-centered teaching style, although moderately, while worst teachers did not seem to manifest any of the traits and behaviours associated with learner-centeredness. However, it was evident that within the particular context of the Moroccan higher education system, teachers are constrained by state regulations that would limit the extent to which a teacher in Morocco *can* be learner-centered.

Other interesting factors that emerged from this study include: the importance of immediacy within the student-teacher relationship despite cultural norms around authority, and a possible gender-bias in students' choices of "best" and "worst" teachers.

#### Indexing (document details)

**Advisor:** Barakett, Joyce  
**School:** Concordia University (Canada)  
**School Location:** Canada  
**Keyword(s):** UNIVERSITY, PREFERENCES, TEACHER, TEACHING, STYLE, MOROCCAN, STUDENTS, A, CASE, STUDY  
**Source:** MAI 38/05, p. 1151, Oct 2000  
**Source type:** Dissertation  
**Subjects:** Higher education  
**Publication Number:** AAT MQ47750  
**ISBN:** 9780612477506  
**Document URL:** <http://proquest.umi.com/pqdweb?did=732164271&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 732164271

#### Document 32 of 50

Barden, Mary Ann Maruca (2000). University of North Carolina faculty perceptions of the degree to which they apply the principles of adult education within the distance education environment and the barriers to becoming more learner-centered in practice. Ed.D. dissertation, North Carolina State University, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9974562).

#### **Abstract (Summary)**

The purpose of this study was to survey a sampling of the University of North Carolina faculty with experience in distance education to determine their perception of the degree to which they apply the principles of adult education within the distance education environment and what, if any, barriers exist to future participation in and improvement of distance instruction. The conceptual framework focuses on the models of distance education proposed by Wedemeyer (1973), Moore (1973), and Holmberg (1983) and the principles of adult education advanced by Knowles (1980).

A three-part survey instrument was distributed to a random sampling of 250-distance education faculty from 15 of the 16 University of North Carolina constituent schools. Part I asks faculty to self-assess the learner-centeredness of their current distance instruction. Permission from Kreiger Publishing was secured to use Conti's Principles of Adult Learning Scale or PALS (Galbraith, 1990). Part II asks faculty to examine a list identified as barriers that confront faculty teaching a distance education course. Section III asks faculty for descriptive information including academic status, comfort level with technology, formal training received, and types of distance delivery used. Seventy-seven faculty members returned surveys. The response rate was 31%.

In summary, UNC faculty members self-reporting a more learner-centered instructional style: (1) Have a high interest in improving distance instruction and have the opinion that the barriers are not significant enough to make them stop teaching distance courses. (2) Have a high interest in continuing their participation in distance instruction. (3) Have a high comfort level using technology and have experienced both synchronous and asynchronous delivery. (4) Believe that formal training is necessary in improving distance education. (5) Indicate that time and inadequate compensation are "often" to "always" a barrier to improving distance education.

This study presents eight recommendations for educational planning and future research.

#### **Indexing (document details)**

**Advisor:** Burrow, James, Williams, Sandra Wall  
**School:** North Carolina State University  
**School Location:** United States -- North Carolina  
**Keyword(s):** North Carolina, University of North Carolina, Faculty, Adult education, Distance education, Learner-centered  
**Source:** DAI-A 61/06, p. 2141, Dec 2000  
**Source type:** Dissertation  
**Subjects:** Higher education, Adult education, Continuing education, Educational software  
**Publication Number:** AAT 9974562  
**ISBN:** 9780599800724  
**Document URL:** <http://proquest.umi.com/pqdweb?did=732058551&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 732058551

---

#### **Document 33 of 50**

Johnson, Cynthia Smyth (1999). A comparison of the teaching styles of full-time and part-time community college faculty. Ed.D. dissertation, Florida Atlantic University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9950468).

#### **Abstract (Summary)**



The purpose of this study was to compare the teaching styles of full-time and part-time community college faculty. The *Principles of Adult Learning Scale* (PALS) and a modification of the PALS for students were used to measure teaching style. The PALS identifies the extent to which an instructor prefers a learner-centered or a teacher-centered style. The sample was comprised of 31 full-time and 42 part-time randomly selected faculty from seven Florida community colleges and 925 students.

Six hypotheses were tested. The findings are summarized here: (1) There was a significant difference between full-time and part-time faculty in teaching style as measured by faculty self-report. Full-time faculty have a more teacher-centered preference than part-time faculty. (2) There was a significant difference between full-time and part-time faculty in teaching style as measured by student perception. Students perceived full-time faculty as more teacher-centered than part-time faculty. (3) There was a significant difference between faculty and student perceptions of teaching style. Students perceived faculty as more teacher-centered than faculty perceived themselves. (4) Faculty characteristics accounted for 17.4% of the variance in mean faculty PALS scores. (5) Student characteristics accounted for 4.2% of the variance in mean faculty PALS scores. (6) Course variables accounted for 47.7% of the variance in mean faculty PALS scores.

Additional findings included: (1) Both full-time and part-time community college faculty prefer a teacher-centered style. (2) Students are more satisfied with the overall teaching style of part-time faculty than the teaching style of full-time faculty. (3) In regard to teaching style, part-time faculty are less influenced by the expectations of colleagues than full-time faculty. (4) As the number and percentage of faculty employed part time at community colleges have increased, the reasons adjunct faculty accept part-time employment have changed.

#### Indexing (document details)

**Advisor:** Pisapia, John  
**School:** Florida Atlantic University  
**School Location:** United States -- Florida  
**Keyword(s):** Teaching, Community college faculty, Faculty, Principles of Adult Learning Scale  
**Source:** DAI-A 60/12, p. 4280, Jun 2000  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Community colleges, Higher education  
**Publication Number:** AAT 9950468  
**ISBN:** 9780599567276  
**Document URL:** <http://proquest.umi.com/pqdweb?did=730585681&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 730585681

---

#### Document 34 of 50

Martin, John Wesley (1999). Adult education philosophies and teaching styles of construction management faculty of the Associated Schools of Construction. Ed.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 9951860).

#### Abstract (Summary)

*Scope and method of study.* Construction Management is an eclectic field formed from the disciplines of Business, Engineering, Architecture, Industrial Education, and Technical Education. While the technical expertise of those in this multidisciplinary profession is not in question, the measure of their philosophies and teaching styles has not been documented. Therefore, the purpose of this study was to describe the adult education philosophies and teaching styles of Construction Management faculty. Participants in this study were 76 faculty members within Construction Management programs within universities belonging to the Associated Schools of Construction. This descriptive study examined how these diverse instructors approach the teaching-learning process with their adult learners. The Philosophy of Adult Education Inventory (PAEI) and the Principle of Adult Learning Scale (PALS) were used to measure the educational philosophies and teaching styles.

*Findings and conclusions.* A large majority (82.4%) of the participants supported either the Progressive or Behaviorist philosophy. Philosophical orientation was related to the demographic variables of age and year of graduation. The average teaching style was

very teacher-centered. Teaching style was related to the following demographic variables: Age and graduation date with Assessing Student Needs, teaching experience and work experience with Relating to Experience, and work experience with Flexibility for Personal Development. A discriminant analysis produced the function of Locus of Control with is concerned with the teacher's focus being either external or internal to the learner. Conclusions related to the systematic nature of the field's influence on educational philosophy, the absence of learner-centered approaches in Construction Management, and the discrepancy between support for the Progressive philosophy and the high support for teaching-centered practices. To critically examine their Practice, Construction Management professors should examine and identify their personal philosophy.

#### Indexing (document details)

**Advisor:** Conti, Gary J.  
**School:** Oklahoma State University  
**School Location:** United States -- Oklahoma  
**Keyword(s):** Adult education, Teaching styles, Construction management faculty, Associated Schools of Construction  
**Source:** DAI-A 60/10, p. 3588, Apr 2000  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Educational theory, Vocational education  
**Publication Number:** AAT 9951860  
**ISBN:** 9780599516328  
**Document URL:** <http://proquest.umi.com/pqdweb?did=730200441&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 730200441

---

#### Document 35 of 50

Gathright, Gregory Lawrence (1999). An analysis of the Principles of Adult Learning Scale in a correctional education setting. Ed.D. dissertation, Sam Houston State University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9953461).

#### Abstract (Summary)

The purpose of this study was to determine the extent of use of adult teaching techniques by correctional educators as measured by Conti's Principles of Adult Learning Scale (PALS), and the relationship between adherence to adult learning principles and selected demographic variables. The population for this study was the 945 academic and vocational teachers of the Windham School District. The following conclusions were drawn: The 673 respondents in the study favored a teacher-centered mode of instruction. There was a positive correlation between Learner-Centered Activities and scores of the Test of Adult Basic Education. There was no significant correlation found between percentage of vocational completions and the PALS. However, a significant negative correlation was found between test scores of the TABE and vocational completions. All demographic factors were found to be significant except number of languages spoken.

#### Indexing (document details)

**Advisor:** Irby, Beverly  
**School:** Sam Houston State University  
**School Location:** United States -- Texas  
**Keyword(s):** Principles of Adult Learning Scale, Correctional education, Adult learning  
**Source:** DAI-A 60/12, p. 4279, Jun 2000  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Criminology  
**Publication Number:** AAT 9953461  
**ISBN:** 9780599564824

**Document URL:** <http://proquest.umi.com/pqdweb?did=730643781&Fmt=6&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 730643781

## Document 36 of 50

Williams, Brenda Cunningham (1999). Educational philosophies and teaching styles of University of Florida Cooperative Extension agents. Ed.D. dissertation, Florida Atlantic University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9948384).

### Abstract (Summary)

This study investigated the philosophies of adult education and teaching styles as self-assessed by the Florida Cooperative Extension county-based agents. The Philosophy of Adult Education Inventory<sup>®</sup> (PAEI) was used to identify philosophic orientations and the Principles of Adult Learning Scale (PALS) was used to measure teaching style preference as either teacher-centered or learner-centered.

Responses to the census survey were received from 217 agents in the six program areas: agriculture (101), family and consumer sciences (56), 4-H and youth development (50), natural resources (6), sea grant (2), and energy (2). The response rate was 69.11 percent. Program area, with its six discrete categories, was the independent variable while the scores from the PAEI<sup>®</sup> and the PALS instruments were the dependent variables.

One-way analyses of variance were preformed to determine differences among the program area groups in their adherence to philosophies on the PAEI<sup>®</sup> and scores obtained on the PALS. Analyses revealed that the progressive philosophy was preferred by all groups and that there were significant ( $p < .05$ ) differences between the program areas and their adherence to the five philosophies. The family and consumer sciences program area had a significantly higher mean score for both the behavioral and progressive philosophies than did 4-H and youth development area. The program area of 4-H had a significantly higher mean than did agriculture for the humanistic philosophy.

The total mean scores on the PALS by program area were: agriculture (135.4604); family and consumer sciences (139.3304); 4-H and youth development (136.7100); and the combined areas of natural resources, sea grant, and energy (144.2000). One significant difference was found between the higher mean score of the family and consumer sciences group and that of the agriculture group on factor 3 (relating to experience).

Correlations were calculated for the PAEI<sup>®</sup> and PALS cumulative scores plus the factor scores across the three program areas of agriculture, family and consumer sciences, and 4-H and youth development. Though there were individual, significant correlations found between philosophies and scores on the PALS factors, they could not meet the criteria necessary for significance when the per cell alpha level was estimated in order not to exceed the total alpha level of .05 when dealing with multiple hypotheses.

### Indexing (document details)

**Advisor:** Kussrow, Paul G., Morris, John D.  
**School:** Florida Atlantic University  
**School Location:** United States -- Florida  
**Keyword(s):** Florida, Educational philosophies, Teaching, University of Florida, Cooperative Extension Service  
**Source:** DAI-A 60/10, p. 3589, Apr 2000  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Agricultural education, Home economics  
**Publication Number:** AAT 9948384  
**ISBN:** 9780599507128  
**Document URL:** <http://proquest.umi.com/pqdweb?did=730199011&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 730199011

---

**Document 37 of 50**

Magro, Karen Mary (1999). Exploring English teachers' conceptions of teaching and learning in adult education contexts. Ed.D. dissertation, University of Toronto (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT NQ45635).

**Abstract (Summary)**

The purpose of this study was to explore the conceptions of teaching and learning of twelve adult educators who teach in a range of English programs in the public school system and at the community college level. Their perspectives on teaching and learning as well as their "personal philosophy of practice" were compared with the role of the educator and the process of learning, most notably described by Jack Mezirow (1981; 1990; 1996) in his theory of transformational learning and Paulo Freire (1970) in his critical theory of adult learning. One of the theoretical models for understanding the different perspectives that the adult educators held was developed by Pratt and associates (1998).

Transformative learning involves a process whereby individuals reflectively transform existing beliefs, attitudes, and emotional reactions that may be hindering their ability to achieve their potential, personally, intellectually, and socially. Most of the educators did not refer to themselves as "transformative educators" nor did they share a theoretical understanding of Mezirow's transformative learning theory, in this sense, theory is not driving practice. However, significant parallels between some of the teachers' intentions, views on learning, curriculum orientation, and personal philosophy of practice were consistent with the role of the transformative educator and the process of learning described by theorists such as Mezirow (1981), Freire (1970), and Daloz (1986). The teachers also held many reservations about the role of the teacher as "change agent," many of the educators suggested that "transformative learning" may be a by-product of many factors, (e.g. learners' beliefs and attitudes, content, context) in the learning environment rather than a result of a specific teaching behavior, attitude, or style. The practical realities of teaching in an inner city high school for adults and in a city community college also made it difficult for the teachers to apply "transformative learning" approaches.

While a qualitative analysis of the data from three in depth interviews with the twelve teachers was a major part of the data collection, cross verification of the data also included the use of Kolb's (1985) *Learning Style Inventory*, Zinn's (1994) *Philosophy of Adult Education Inventory*, and Conti's (1990) *Principles of Adult Learning Scale*.

This study found that English teachers' personal philosophy of practice is influenced by the values, beliefs, and ideals that they hold. The perspectives on teaching and learning that the educators in this study held developed over time and were influenced by factors such as family and educational experience, personality, past teaching experiences, the specific characteristics of their students, and the institution and department that they work in. Important concerns and limitations of transformative learning theory emerge out of this study. The findings of this study also have significant implications relating to the teacher education programs for adult educators, the professional development of adult educators, and the importance of grounding theoretical knowledge in teachers' and students' experiences.

**Indexing (document details)**

**Advisor:** Draper, James  
**School:** University of Toronto (Canada)  
**School Location:** Canada  
**Keyword(s):** English, Teachers, Conceptions, Learning, Adult education  
**Source:** DAI-A 61/01, p. 57, Jul 2000  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Language arts  
**Publication Number:** AAT NQ45635  
**ISBN:** 9780612456358  
**Document URL:** <http://proquest.umi.com/pqdweb?did=730827931&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 730827931

**Document 38 of 50**

Puksa, Micki A. (1999). Nursing students' perceptions of teachers' collaborative teaching style and self-efficacy for collaborative learning. M.Sc.N. dissertation, The University of Western Ontario (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT MQ39868).

**Abstract (Summary)**

The primary purpose of this descriptive study was to examine the relationships between first-year and second-year nursing students' perceptions of their teachers' collaborative teaching style and their self-efficacy for collaborative learning. Bandura's theory of self-efficacy was used as a framework to guide the study. Subjects were 174 nursing students, 49 first-year and 56 second-year students, enrolled in a humanistic-educative curriculum, and 69 second-year students enrolled in a traditional curriculum. Students completed the Student Principles of Adult Learning Scale (SPALS) to measure their perceptions of their teachers collaborative teaching style, and the Self-Efficacy for Collaborative Learning Questionnaire (SECL) to measure their self-efficacy for collaborative learning. Eight teachers from the humanistic-educative curriculum, completed the Teacher Principles of Adult Learning Scale (TPALS) Questionnaire to measure their perceptions of their collaborative teaching style. Nursing students' perceptions of teachers collaborative teaching style were positively related to their self-efficacy for collaborative learning ( $r = .28$ ,  $p < .01$ ). All students reported high self-efficacy, regardless of their year in the program, or the curriculum in which they were enrolled. Teachers' perceptions of their collaborative teaching style were significantly greater than students' perceptions of teachers' collaborative teaching style ( $t = 6.0$ ,  $p = .000$ ). Second-year students enrolled in the humanistic-educative curriculum perceived their teachers to be significantly more collaborative in teaching style than did second-year students in the traditional curriculum ( $t = 4.6$ ,  $p = .000$ ). The implications of the findings are primarily related to nursing education. Teachers need to recognize that they are a source of efficacy information for students and that their own behaviors may influence students' perceptions.

**Indexing (document details)**

**School:** The University of Western Ontario (Canada)  
**School Location:** Canada  
**Source:** MAI 37/06, p. 1820, Dec 1999  
**Source type:** Dissertation  
**Subjects:** Nursing, Health education, Higher education, College students, Perceptions, Teaching, Learning  
**Publication Number:** AAT MQ39868  
**ISBN:** 9780612398689  
**Document URL:** <http://proquest.umi.com/pqdweb?did=734738571&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 734738571

**Document 39 of 50**

Carr, Corine Mary (1998). Assessing teaching style preference and factors that influence teaching style preference of registered dietitians. Ed.D. dissertation, Ball State University, United States -- Indiana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9825881).

**Abstract (Summary)**

Adult patient education is a major responsibility of registered dietitians. It is essential for registered dietitians to be effective adult educators as they teach adults in various employment settings. Review of the literature revealed that one important factor in being an effective adult educator is developing a teaching style which facilitates learning, known as learner-centered teaching style.

The purpose of this descriptive study was to identify the teaching style preference and identify factors that have influenced registered dietitians' teaching style preference.

The study sample of six hundred registered dietitians residing in the Midwest (Illinois, Indiana, Michigan, Ohio and Wisconsin)

were sent two tools to complete, the "Principles of Adult Learning Scale (PALS)". Two hundred and fifty-two respondents completed the questionnaire and PALS, designed by Conti to determine teaching style preference.

The overall PALS scores were computer generated. Frequency distributions and populations percentages were calculated for demographic and descriptive data. The mean, median, and standard deviation of PALS scores were calculated. Analysis of various factors and the PALS scores.

The findings suggest that registered dietitians' teaching style preference is teacher-centered. The years of employment positively affected teaching style toward learner-centered until the dietitian had been employed more than 16 years, then the years of employment negatively affected teaching style preference. The number of formal educational sessions relating to adult education had the most positive effect on teaching style preference. The number of continuing education session related to adult education proved to be the factor that most affected teaching style preferences.

The study has implications for registered dietitians regarding dietetic education and curriculum development, continuing professional education and adult educators utilizing the PALS instrument. Further study is recommended using PALS with only entry-level dietitians and comparing PALS scores with actual classroom teaching behavior.

#### Indexing (document details)

**Advisor:** Murk, Peter J.  
**School:** Ball State University  
**School Location:** United States -- Indiana  
**Keyword(s):** adult patient education  
**Source:** DAI-A 59/03, p. 689, Sep 1998  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Nutrition, Health education  
**Publication Number:** AAT 9825881  
**ISBN:** 9780591781465  
**Document URL:** <http://proquest.umi.com/pqdweb?did=737008301&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 737008301

---

#### Document 40 of 50

Robinson, Evan Taylor (1998). Evaluating the impact of a pedagogical institute on faculty members' instructional and philosophical orientations. Ph.D. dissertation, Auburn University, United States -- Alabama. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9823169).

#### Abstract (Summary)

The objective of this study was to explore the impact of a pedagogical Institute on the instructional and philosophical orientations of pharmacy school faculty.

This study consisted of two-parts. First, a three-person expert panel validated a personal educational philosophy measure, the Philosophy of Adult Education Inventory, to the three philosophical orientations of Juergen Habermas. Second, a pretest-posttest study design was used to evaluate the instructional and philosophical orientations of the 125 pharmacy school faculty who attended the 1997 American Association of Colleges of Pharmacy (AACCP) Pedagogical Institute in Leesburg Virginia. In addition, telephone interviews were conducted with six individuals who experienced greater than a one standard deviation change to their instructional orientation. The sample for this study consisted of 59 pharmacy school educators who completed both the pretest and posttest.

The instruments completed by the Institute participants were the Principles of Adult Learning Scale, Philosophy of Adult Education Inventory, and the Marlowe-Crowne Social Desirability Short Form. Data analyses were performed using repeated measures analysis of variance, correlation procedures, chi-square analyses, and content analysis.

Four hypotheses were tested. Only one of the four hypotheses was statistical significance. A statistically significant relationship was found to exist between several different philosophical orientations and instructional orientation. The three hypotheses that were not statistically significant examined the impact of the AACP Institute on the instructional and philosophical orientations of the Institute participants.

The impact of the Institute was inconclusive. The lack of statistical significance in this study could have resulted from: there not being enough time between the pretest and posttest to allow for change to either instructional or philosophical orientations; individuals teaching as they were taught; or that the participants considered the content and rejected it. Some areas for future research include studying the gap between philosophical and instructional orientations in pharmacy education, whether philosophical and/or instructional orientations change over time.

#### Indexing (document details)

**Advisor:** Anderson-Harper, Heidi M.  
**School:** Auburn University  
**School Location:** United States -- Alabama  
**Keyword(s):** instructional orientations  
**Source:** DAI-B 59/01, p. 179, Jul 1998  
**Source type:** Dissertation  
**Subjects:** Pharmaceuticals, Higher education  
**Publication Number:** AAT 9823169  
**ISBN:** 9780591751703  
**Document URL:** <http://proquest.umi.com/pqdweb?did=736915781&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 736915781

---

#### Document 41 of 50

McCollin, Evelyn Doreen (1998). Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students? Ph.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9901343).

#### Abstract (Summary)

The influx of adult learners in collegiate classrooms suggests the need to examine the extent to which college faculty employ adult learning principles in their classrooms. The primary purpose of this study was to determine if there were a difference between college faculty's and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. A secondary purpose was to determine if a relationship existed between the criterion variable of teaching styles of instructors, as indicated by PALS and the predictor variables of instructors' age, gender, nationality, years of teaching experience, work status, educational level, and type of course facilitated. The relationship between the criterion variable of teaching styles, as indicated by APALS, and students' variables of age, gender, course taken, academic major, length of attendance, part-time or full-time status was also investigated.

Participants in the study were 84 faculty and 585 students at College of the Bahamas. The student sample consisted of 243 traditional students (under age 25) and 342 nontraditional students (25 years and over). Instructors' teaching styles were measured by the Principles of Adult Learning Scale (PALS) and an adapted form of the PALS instrument, the Adapted Principles of Adult Learning Scale (APALS), measured students' perceptions of their instructors' teaching styles. The Instructor Information Form and The Student Information Form were used to collect personal data on the instructor and students.

An independent measures t-test and multiple regression analysis were used to analyze the data. The findings revealed that there was a statistically significant difference ( $p \leq .05$ ) between instructors' perceptions of their teaching styles and students' perceptions of their instructors' teaching styles. Students rated instructors as more teacher-centered than instructors rated themselves. Multiple regression analysis revealed a significant relationship ( $p \leq .05$ ) between instructor predictor variables and PALS' score and there was a significant relationship between students' predictor variables and the APALS' score. Further analysis of the predictor variables indicated that 27.2% of the variance in the instructors' PALS' score was explained by the instructors' educational level and type of course taught. The results also revealed that 14% of the variance in the students' APALS score was

explained by the students' academic major and type of course taken.

The study has implications for faculty development workshops in adult learning principles and teaching styles. Conclusions and recommendations are included.

#### Indexing (document details)

**Advisor:** Rachal, John  
**School:** The University of Southern Mississippi  
**School Location:** United States -- Mississippi  
**Keyword(s):** Faculty, Teaching, Nontraditional students  
**Source:** DAI-A 59/08, p. 2816, Feb 1999  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Higher education, Curricula, Teaching  
**Publication Number:** AAT 9901343  
**ISBN:** 9780591982466  
**Document URL:** <http://proquest.umi.com/pqdweb?did=732931041&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 732931041

---

#### Document 42 of 50

Papes, Kathleen A. (1998). The relationships among nursing program attributes, nurse faculties' personal attributes and preferences for learner-centered instruction. Ed.D. dissertation, Florida Atlantic University, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9913292).

#### Abstract (Summary)

The changing health care environment and student population are challenging faculty to create a learning environment supportive of adult students. This study explored relationships among nursing program attributes, nurse faculties' personal attributes and preferences for learner-centered instruction, measured by the Principles of Adult Learning Scale (PALS). Predictor variables included 19 personal and 16 program attributes.

Thirty BSN/MSN programs and 30 ADN programs with a minimum enrollment of 150 students were randomly selected. A faculty member in each school completed a program data sheet and distributed 10 faculty questionnaires. The sample included 298 faculty (50%).

Descriptive statistics were reported by attributes and program, and tested for statistical significance. Six multiple regression analyses were completed. Overall, faculty were teacher-centered. Associate degree faculty were more teacher-centered than baccalaureate and higher degree faculty who, in turn, split between teacher-centered and learner-centered instruction. Teaching, research, professional service, community service, and clinical practice were rated as to their importance to faculty and perceived importance to faculties' institutions. Teaching was the most important role to faculty and believed to be the most important role to their institutions. Notably, there was incongruence among other faculty ratings.

Three null hypotheses were rejected at the .05 alpha criterion. Of three models using the total sample, the personal and program attributes model accounted for 30% of variance in overall mean PALS scores, with significant contributions from self-study of adult learning principles, type of student taught, and rank. Dividing the total sample by program, the BSN/MSN personal and program attributes model accounted for 30% of variance in overall mean PALS scores.

Recommendations include self-administration of PALS and analysis of responses for staff development programs; use of the model as part of program evaluation; and development of mission effectiveness programs to examine congruence of personal and organizational philosophies. Suggestions for further research include testing of the PALS' factors, population invariance, and subscale reliability; development of an associate degree program model; study of classroom and clinical dimensions of teaching style; and study of the effectiveness of adaptation strategies to learner-centered instruction.



**Indexing (document details)**

**Advisor:** Guglielmino, Lucy M.  
**School:** Florida Atlantic University  
**School Location:** United States -- Florida  
**Keyword(s):** Faculties, Personal attributes, Learner-centered, Instruction, Nursing education  
**Source:** DAI-A 59/11, p. 4080, May 1999  
**Source type:** Dissertation  
**Subjects:** Higher education, Nursing, Adult education, Continuing education, Health education  
**Publication Number:** AAT 9913292  
**ISBN:** 9780599117167  
**Document URL:** <http://proquest.umi.com/pqdweb?did=732999031&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 732999031

**Document 43 of 50**

Hughes, Carol Lynn (1997). Adult education philosophies and teaching styles of faculty at Ricks College. Ed.D. dissertation, Montana State University, United States -- Montana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9816315).

**Abstract (Summary)**

Adult educators are attempting to meet learner needs in a multitude of educational settings. One of these unique environments is the college or university. Within this climate many teachers are not particularly aware of their educational philosophies or teaching styles, let alone actively trying to bring a consistency between the two. Yet it is awareness of beliefs and practices that can move educators toward improvement.

The Philosophy of Adult Education Inventory (PAEI) and the Principles of Adult Learning Scale (PALS) were used in this study to determine the educational philosophy orientations and teaching styles of Ricks College faculty members. Preferences were examined in relation to demographic variables of age, gender, and formal training in educational methodologies. Favored philosophical orientations and teaching styles were analyzed to find a possible correlation to the college's academic divisions. A relationship and interaction between teaching style and educational philosophy was investigated. One hundred sixty-seven teachers completed the surveys between December 1996 and March 1997.

The respondents on the PAEI showed a preference for the Progressive philosophy followed closely by the Behaviorist. Scores on PALS showed a strong preference for a teacher-centered style of instruction. In several areas there were significant differences found when analyzing demographic variables in the college's divisions.

This study concluded that faculty at Ricks College have a learner-centered educational philosophy preference which is consistent with the college's stated mission; however, overall teaching style indicates they prefer teacher-centered modes of instruction which shows there is an inconsistency between teachers' education beliefs and classroom actions. It was also concluded that teachers with formal training in education methodologies tend to be less teacher centered than those educators with little or no such formal classes. Further, teachers in the areas of the natural sciences were found to be the least likely to accommodate individual students and their unique needs and learning styles.

A significant relationship of style to philosophy was found as well as a significant difference between the philosophical schools in relationship to teaching style. The determining factor was shown to be teacher directedness.

Recommendations were made to administration and faculty which include establishing an instructional development and incentive program to enrich fulfillment of the Ricks College Mission Statement.

**Indexing (document details)**

**Advisor:** Conti, Gary J.

**School:** Montana State University  
**School Location:** United States -- Montana  
**Keyword(s):** Idaho  
**Source:** DAI-A 58/11, p. 4204, May 1998  
**Source type:** Dissertation  
**Subjects:** Higher education, Adult education, Continuing education, Educational theory  
**Publication Number:** AAT 9816315  
**ISBN:** 9780591676044  
**Document URL:** <http://proquest.umi.com/pqdweb?did=736798351&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 736798351

#### Document 44 of 50

Morales Osegueda, Sonia Guadalupe (1997). An assessment of teaching/training style preferences among Oklahoma Cooperative Extension field staff. Ph.D. dissertation, Oklahoma State University, United States -- Oklahoma. Retrieved March 21, 2009, from Dissertations & Theses @ Oklahoma State University - Stillwater database. (Publication No. AAT 9811748).

#### Abstract (Summary)

Scope and method of study. The purpose of this study was to determine and describe the teaching styles of Oklahoma Cooperative Extension Field Staff. The objectives of the study were: (1) to determine and describe selected demographic characteristics of the OCES field staff, (2) to determine and describe the perceived teaching styles, (3) to compare selected demographic characteristics and teaching styles, and (4) to determine and describe teaching style preferences among OCES field staff using the Principles of Adult Learning Scale. During the fall of 1995, two hundred thirty-four OCES field staff were mailed a 67 item forced response survey instrument. The instrument was designed to determine selected demographic characteristics of the OCES field staff, perceptions of teaching, and teaching style preferences as indicated by the Principles of Adult Learning Scale (PALS). Two hundred two (86.32%) OCES field staff responded. Nominal, interval, and summative rating scales were used to ascertain the data described in this study. Content validity of the instrument was determined by a ten member panel of State Extension Specialists, while the reliability determined for the PALS instrument was  $R = .84$ . Since this was a descriptive study, descriptive statistics were used to determine frequencies, percentages, and mean scores.

Findings and conclusions. Almost 84 percent of the OCES respondents in this study were County field staff, while approximately 11 percent were area specialists and five percent district field staff. Over 44 percent of the field staff respondents had 10 years or less Extension experience. Professional development of the field staff was quite evident with over 61 percent having completed a Masters degree and four percent held earned doctorates. More than 58 percent of OCES field staff perceived their role as Extension educators was "to be objective." Even though over 46 percent of OCES field staff stated their perceived teaching style was that of a "facilitator", almost 30 percent indicated their perceived teaching style was being a "provider." As a group, the Rural Development and 4-H field staff were slightly more learner-centered with PALS scores of 92.5 and 88.34, respectively, while the PALS for the overall group was 85.42. The perceived teaching style revealed among OCES field staff indicated they saw themselves primarily as "facilitators" and "providers." Based on the findings and the national norms relative to the PALS instrument, it was evident that OCES field staff were definitely teacher-centered. As professionals, OCES field staff should be aware of their personal teaching styles and the extent they are influenced by their beliefs and philosophy in conducting educational activities in non-formal settings. Therefore, professional development opportunities should be afforded field staff to identify their teaching and personality preference styles to further develop personal strengths in order to work more effectively with a diverse clientele.

#### Indexing (document details)

**Advisor:** White, James D.  
**School:** Oklahoma State University  
**School Location:** United States -- Oklahoma  
**Source:** DAI-A 58/10, p. 3806, Apr 1998  
**Source type:** Dissertation

**Subjects:** Agricultural education, Adult education, Continuing education, Agriculture  
**Publication Number:** AAT 9811748  
**ISBN:** 9780591624571  
**Document URL:** <http://proquest.umi.com/pqdweb?did=736727681&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 736727681

## Document 45 of 50

Reiseck, Carol Jean (1996). A case study of a small private college's mental models of the adult student. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9639934).

### Abstract (Summary)

In the rapidly changing environment of higher education today, colleges and universities should be learning organizations. To survive, they must be able to not only adapt but be proactive in a dynamic environment.

The small private traditional college encounters the tension between its heritage and traditions of the past and the dynamic nature of the present and future. With the increasing number of adults returning to school, the mental models of the institution regarding adult students will guide its policy and practice. If an organization is to learn, its mental models (which are often tacit) must be surfaced. Surfaced mental models allow for reflection and learning.

Using ethnographic research methodology, mental models held by stakeholders (traditional-aged students, adult students, administrators, faculty, and staff) in a small private traditional college were studied. Data collection tools included interviews, observations, document analysis, and the Principles of Adult Learning Scale developed by Conti in 1978. Eleven mental models of adults as students emerged which were identified in terms of one of the three categories: primary, secondary, and tertiary. The primary mental models are that adult students (a) participate more than traditional-aged student in classroom discussion, (b) are motivated, (c) are insecure in the academic environment, (d) find returning to school a struggle, (e) are serious and do well academically, and (f) find a sense of community important.

The secondary mental models are that adult students (a) are in their 30s and 40s and (b) tend to be slower in grasping concepts and may have some problems memorizing when compared to traditional-aged students.

The tertiary mental models are that adult students (a) use a developmental process when learning, (b) prefer the discussion format of classroom instruction, and (c) are customer oriented.

The mental models of adult students were viewed in the context of increasing adult enrollment at the college in the future. With the goal of increasing adult enrollment, the surfaced mental models provide basis for reflection and organizational learning.

### Indexing (document details)

**School:** Northern Illinois University  
**School Location:** United States -- Illinois  
**Source:** DAI-A 57/07, p. 2805, Jan 1997  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 9639934  
**ISBN:** 9780591056716  
**Document URL:** <http://proquest.umi.com/pqdweb?did=739250841&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 739250841

---

**Document 46 of 50**

Mulholland, David Andrew Charles (1996). Characteristics of adult learning and the environment in teaching: A comparative study of faculty and students in residential and extension theological study. Ed.D. dissertation, Trinity Evangelical Divinity School, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9631856).

**Abstract (Summary)**

Since Knowles popularised the concept of andragogy increased attention has been focussed on adult education, including the educational requirements of young adults who return to the classroom.

Recent developments in New Zealand education, initiated by the government, have allowed tertiary institutions, including The Bible College of New Zealand, to offer nationally recognised degrees, traditionally the exclusive prerogative of the universities.

Bible College caters for returning students, offering a variety of courses centred around theology. The traditional residential courses, in recent years, have been supplemented by courses for part-time students undertaken at a number of regional training centres.

In this context a descriptive study was undertaken to ascertain the congruity of student and faculty perceptions of learning styles and learning environments. The instruments used were a researcher created Perceptions Regarding Student Questionnaire to assess understandings about the characteristics of young adults, the Principles of Adult Learning Scale to investigate faculty teaching styles, and the Adult Classroom Environment Scale to examine the social environment of the classroom.

All full-time faculty at the residential and branch colleges were surveyed, as well as full-time residential students and part-time students at two branch colleges. This gave a total sample of 24 faculty, 146 full-time students, and 24 part-time students. Respondents completed similar surveys so comparisons could be made with the two tailed t-test used to ascertain the degree of difference.

Although some significant differences between students groups were noted essentially they agreed regarding their own characteristics, style of teaching received, and the nature of the classroom environment. Faculty also demonstrated a homogenous body of opinion.

A comparison of faculty and student views indicated that similar views were held regarding young adult characteristics and style of teaching, but different views of the classroom environment. Overall both students and faculty indicated a preference for teacher dominated, rather than student centred programmes.

The largely North American literature base suggests that greater differences between faculty and student views would have been expected. Conclusive reasons for the similarity were not established but could include cultural, expectation, and experiential differences held by New Zealand theological students.

**Indexing (document details)**

**Advisor:** Ward, Ted  
**School:** Trinity Evangelical Divinity School  
**School Location:** United States -- Illinois  
**Source:** DAI-A 57/05, p. 1938, Nov 1996  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Religious education  
**Publication Number:** AAT 9631856  
**Document URL:** <http://proquest.umi.com/pqdweb?did=742662271&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 742662271

**Document 47 of 50**

Moore, Judith Ann Lightner (1996). Competency of community college developmental reading instructors in the principles of adult learning. Ed.D. dissertation, University of Florida, United States -- Florida. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9709280).

**Abstract (Summary)**

The purpose of this study was to determine whether community college reading instructors' knowledge and use of principles of adult learning had a measurable effect on the success of adult students. The Principles of Adult Learning Scale (PALS), a self-reporting instrument, was sent to 30 developmental reading instructors at three community colleges. The Principles of Adult Learning Scale was designed to measure an instructor's knowledge and implementation of teaching practices and styles that are appropriate to adult learners.

In addition to completing the PALS, instructors also provided pre- and posttest scores on the Nelson-Denny Reading Test and student persistence rates for the adult students in each of their classes. Demographic data requested from instructors included age, gender, ethnicity, level of education, and years of teaching experience. Demographic data for the 381 adult students included age, gender, ethnicity, and English language proficiency.

A multiple regression analysis revealed no significant relationship between the Principles of Adult Learning Scale (PALS) and adult students' reading scores. A Pearson correlation indicated that no significant relationship existed between the PALS and student rates of persistence. A t-test did indicate that full-time instructors scored significantly higher on the PALS than part-time instructors. When full-time instructors were compared to part-time instructors, an ANCOVA indicated no significant difference in adult students' reading scores between the two instructor groups. When student persistence rates were compared, a t-test revealed no significant difference between full-time and part-time instructors' student persistence rates.

It was recommended that future studies increase the instructor sample size to determine if the same findings hold when the sample size is larger. Similar studies should control for other variables related to adult student persistence in order to clarify the instructor's role in student retention. Implications derived from the study were that a change to teaching styles appropriate for adult students be accompanied by a change in assessment procedures, that intervention strategies be implemented to increase the persistence rates of adult developmental students, and that community college administrators interested in improving the educational environment for adult students assess the resources required for updating large numbers of part-time instructors.

**Indexing (document details)**

**Advisor:** Hensel, James W.  
**School:** University of Florida  
**School Location:** United States -- Florida  
**Source:** DAI-A 57/10, p. 4244, Apr 1997  
**Source type:** Dissertation  
**Subjects:** Community colleges, Literacy, Reading instruction, Adult education, Continuing education  
**Publication Number:** AAT 9709280  
**ISBN:** 9780591166583  
**Document URL:** <http://proquest.umi.com/pqdweb?did=739485941&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 739485941

**Document 48 of 50**

Spoon, Jerry Cecil (1996). Impact of student learning style and instructor teaching style on achievement of adult basic skills students. Ed.D. dissertation, University of Georgia, United States -- Georgia. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9726935).

**Abstract (Summary)**

A causal comparative design was utilized to characterize the relationship between perceived learning styles of postsecondary students in adult basic skills courses and congruent/incongruent teaching styles to academic achievement. The entire population of adult basic skills students (N = 189) and adult basic skills teachers (N = 12) entering Griffin Technical Institute Fall quarter, 1995 and Winter quarter, 1996 were included. Teaching style was determined with the Principles of Adult Learning Scale (PALS), and learning style was determined with a modified version of PALS. Both teaching style and learning style consisted of six levels including high teacher-centered, intermediate teacher-centered, moderate teacher-centered, high learner-centered, intermediate learner-centered, and moderate learner-centered. Academic achievement was measured by the Tests of Adult Basic Education (TABE) given as a pretest and posttest to participants whose perceived learning style was congruent or incongruent with the teaching style of the instructor.

A frequency distribution was used to describe perceived learning styles of adult basic skills students. A 2 x 2 x 4 ANOVA examined the influence of gender, ethnicity, and age on learning style. The independent variables included age, gender, and ethnicity. The dependent variable was learning style as calculated from PALS. A statistically significant difference was noted in terms of the interaction of age and learning style. Chi-square analysis was used to analyze the congruent and incongruent groups in terms of age, ethnicity, and gender. A one-way ANOVA was conducted to determine if there were any statistically significant differences among the groups comparing the six TABE pretest mean scores. No statistical significance was found on the TABE pretest scores. A 2 x 6 ANOVA was utilized to analyze the interaction of learning style and teaching style congruence/incongruence with academic achievement as measured with the TABE pretest and posttest. Independent variables included perceived learning style identified by PALS and perceived teaching style identified by PALS. No statistically significant differences were noted in terms of the interaction of teaching style and learning style on student achievement. Analyses of the data suggest the academic achievement of adult basic skills students is not influenced by teaching style congruence/incongruence.

**Indexing (document details)**

**Advisor:** Schell, John W.  
**School:** University of Georgia  
**School Location:** United States -- Georgia  
**Source:** DAI-A 58/03, p. 699, Sep 1997  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Curricula, Teaching  
**Publication Number:** AAT 9726935  
**ISBN:** 9780591359565  
**Document URL:** <http://proquest.umi.com/pqdweb?did=739783861&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 739783861

**Document 49 of 50**

Elliott, Dennis Lee (1996). The teaching styles of adult educators at the Buckeye Leadership Workshop as measured by the Principles of Adult Learning Scale. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9710558).

**Abstract (Summary)**

This study described the factors related to the teaching style of the instructors at the 1994 Buckeye Leadership Workshop (BLW) as measured by scores on a modified Principles of Adult Learning Scale (PALS). The impact of the instructors' teaching styles when two or more instructors worked together in a team teaching situation in terms of their planning efforts, their perceptions of the teaching experience, and the learners' perceptions of the learning experiences was also investigated. As the research on teaching styles in adult education has evolved, several educators have come to the conclusion that no single teaching style was better than another. The conclusions of several studies that teachers of adults were more effective when they practiced a consistent teaching style whether that style was learner-centered or teacher-centered as compared to teachers who did not have a well defined style, stimulated the investigation of teaching styles in team teaching. No studies of the impact of teaching style in team teaching situations were found in the adult education literature.

The BLW was an adult education workshop which was conducted in a resident camp environment. The population of the study included the 28 instructors, who taught the classes and the 134 participants, and a census was used in gathering data. The modified PALS was used to identify the teaching styles of the instructors and two additional instruments were developed to measure the teaching styles of the classes as perceived by the instructors and the learners. All three instruments were reviewed by experts, then field tested by 20 4-H professionals for validity and reliability. The test-retest Pearson correlation for reliability for the PALS was  $r = .70$ , and the Cronbach's alpha for the other instruments was .90. To further document the reliability of the instruments, Cronbach's alphas were calculated on the full project data. The resulting reliability coefficients were: .75 for the modified PALS, .81 for the instructors' evaluations of plans, .72 for the instructors' evaluations of their classes, and .85 for the participants' evaluations of the classes.

Two major conclusions were drawn. First it was concluded that the teaching styles of the classes were not strongly related to the teaching styles of the instructors who planned and conducted them. It appeared that the culture of the BLW was so strongly supportive of the learner-centered style that the instructors planned and presented very learner-centered classes regardless of their personal preference in teaching style. Second, it was concluded that the learners evaluated the teaching style of the classes as even more learner-centered in style than the instructors' evaluations. This conclusion conflicted with previous studies in formal adult education which reported that the students evaluated classes as more teacher-centered than did their teachers.

#### Indexing (document details)

**Advisor:** Budke, Wesley E.  
**School:** The Ohio State University  
**School Location:** United States -- Ohio  
**Source:** DAI-A 57/10, p. 4226, Apr 1997  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Curricula, Teaching  
**Publication Number:** AAT 9710558  
**ISBN:** 9780591179231  
**Document URL:** <http://proquest.umi.com/pqdweb?did=739489611&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 739489611

---

#### Document 50 of 50

Cummings, Richard Gerard (1995). An investigation of teacher-centered or learner-centered teaching style of accounting professors. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9536292).

#### Abstract (Summary)

This ex post facto research was conducted, using multivariate analysis of variance, to determine the differences in teaching styles of accounting professors based on their type of school, gender, tenure, and type of courses they teach. The Principles of Adult Learning Scale (PALS), developed by Dr. Gary Conti, was sent to 630 accounting professors in the United States. There were 264 surveys returned and used in the analysis which represented a 42% return rate. The sample consisted of 38% from schools that received the Accounting Education Change Commission (AECC) grants, 33% from Liberal Arts colleges, and 29% from Other schools (not from the previous two groups). The sample contained 74% males and 26% females. Tenured faculty accounted for 57% of the sample while non-tenured faculty formed the 43% remaining balance.

Multivariate analysis of variance was used for the seven dependent variables found in the PALS instrument. The results were subjected to an analysis of variance for each dependent variable to compare levels of school type, gender, tenure, and courses taught. Significant interactions and main effects were analyzed through simple comparisons with a Bonferroni adjustment for familywise error.

Faculty members who teach both undergraduate and graduate courses scored significantly higher in personalizing instruction and climate building than those who teach undergraduate courses exclusively. Female faculty from AECC schools scored significantly higher in assessing student needs than female respondents from Other schools. Liberal Arts non-tenured, Other schools' non-tenured and AECC tenured faculty all scored significantly higher on flexibility for personal development compared with Other schools' tenured faculty. While seventy null hypotheses were tested, only three were found significant to reject. This may tell us

that there may not be differences between the groups.

Implications and recommendations of the survey results were discussed.

**Indexing (document details)**

**School:** Kansas State University  
**School Location:** United States -- Kansas  
**Source:** DAI-A 56/06, p. 2087, Dec 1995  
**Source type:** Dissertation  
**Subjects:** Business education, Adult education, Continuing education, Accounting  
**Publication Number:** AAT 9536292  
**Document URL:** <http://proquest.umi.com/pqdweb?did=742133321&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 742133321

---

Copyright © 2008 ProQuest LLC. All rights reserved. [Terms & Conditions](#)



Please do not reply directly to this email. Use the following link to contact ProQuest : <http://www.proquest.com/division/cs-support.shtml>



## Main Identity from Learning

---

**From:** "ProQuest" <noreply@proquest.com>  
**To:** <gjconti@earthlink.net>  
**Sent:** Saturday, March 21, 2009 6:41 AM  
**Subject:** PALS--51-92 HTML

## ProQuest

---

The following document has been sent by Gary Conti at OKLAHOMA STATE UNIVERSITY - TULSA via ProQuest, an information service of ProQuest LLC. **Please do not reply directly to this email.**

---

### Documents

- Cook, Sandra Cornell (1994). A descriptive analysis of the degree of adherence to the collaborative teaching-learning mode among correctional educators in South Carolina. Ed.D. dissertation, University of South Carolina, United States -- South Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9508123).
- Wilson, Nancy L. (1994). A study of the extent to which the instructional practices of teachers of adults differ from the instructional preferences of adult learners enrolled in post-secondary credit courses. Ed.D. dissertation, Drake University, United States -- Iowa. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9603237).
- Siebrands, Larry Dean (1994). Defining the personality characteristics of an andragogically inclined instructor. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9517485).
- Nolte, Jeffrey Lance (1994). Effects of inservice training on part-time continuing education faculty. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9427273).
- Siebrands, Wendy Lucille (1994). The influence of educational experience on instructional stance. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9517486).
- Woodcock, Jean Ford (1994). The relationship of student satisfaction with instructors' and students' scores on the Principles of Adult Learning Scale (PALS). Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9520178).
- Miglietti, Cynthia L. (1994). The relationship of teaching styles, expectations of classroom environments, and learning styles of adult students at a two-year college. Ph.D. dissertation, Bowling Green State University, United States -- Ohio. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9541520).
- Reese, Tania Hughes (1993). Adult learning research and effective college teaching: Perceptions and practice. Ph.D.

- dissertation, University of Denver, United States -- Colorado. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9333357).
- Shriver, Kay Arleen (1993). A study of pre-employment assessment process used to select part-time faculty for an allied health degree completion program. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9400666).
- Clauss, Barbara Ann (1993). Certified Family Life Educators' practice of the collaborative approach to teaching-learning. Ph.D. dissertation, Purdue University, United States -- Indiana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9420809).
- Atkinson, Jimmy Jon (1993). Faculty perceptions of teaching styles at three selected post-secondary institutions in northwest Arkansas relating to the andragogical model. Ed.D. dissertation, University of Arkansas, United States -- Arkansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9334047).
- Eberle, Jane Heide (1993). Perceptions of the use of the collaborative teaching-learning mode by county agents of the Kansas State University Cooperative Extension Service. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9413079).
- Moulton, Patrice (1992). Andragogical vs. pedagogical practices of a community college faculty. Ph.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9321731).
- Waters, Dolores Holley (1992). Community college faculty's use of adult learning principles as measured by the Principles of Adult Learning Scale. Ed.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9239417).
- Gifford, Nancy Kay Teresa (1992). The relationship of moral reasoning level of instructors to their teaching style and adult student perception of the learning environment. Ph.D. dissertation, The University of Nebraska - Lincoln, United States -- Nebraska. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9308176).
- Viau, Paula Ann (1991). Adult educational principles and strategies employed by nursing staff development educators within the hospital milieu: An exploratory study. Ph.D. dissertation, The University of Connecticut, United States -- Connecticut. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9125867).
- Seevers, Brenda S. (1991). Factors related to teaching style preference of Ohio Cooperative Extension Faculty and Program Staff. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9130552).
- Rees, Carolyn Virginia (1991). Faculty perceptions of teaching: A comparison between courses designed for adults and

courses designed for traditional-age students. Ed.D. dissertation, University of Missouri - Saint Louis, United States --

- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9201606).

Droessler, Beth M. (1991). Preference for control of instruction among adult learners. Ph.D. dissertation, The University of

- Wisconsin - Madison, United States -- Wisconsin. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9135460).

Hudspeth, Jerald Henry (1991). Student outcomes: The relationship of teaching style to readiness for self-directed

- learning. Ed.D. dissertation, Montana State University, United States -- Montana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9205509).

Gironi, Rita Ann (1991). Teaching styles of instructors in selected postsecondary proprietary schools. Ed.D. dissertation,

- Temple University, United States -- Pennsylvania. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9207859).

Wegge, Nancy Ballard (1991). The effect of an inservice training program on the educational orientation of part-time adult

- continuing education instructors. Ed.D. dissertation, University of Missouri - Saint Louis, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9122777).

Sornkaew, Sumana (1990). Assessing teaching styles of the faculty of Ramkhamhaeng University. Ph.D. dissertation,

- University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9100239).

Taylor, David Allen (1990). A study of the extent to which collaborative methods are employed by instructors in business

- and industry. Ph.D. dissertation, The University of North Carolina at Chapel Hill, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9034766).

Needham, Madeline Kennevan (1990). Pre-service teacher training of adult educators in Singapore--a follow-up

- study. M.Ed. dissertation, University of Alberta (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT MM64879).

Premont, Susan Barbara (1989). The Principles of Adult Learning Scale: Maximized coefficient alpha and confirmatory

- factor analysis using LISREL. Ed.D. dissertation, University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8925342).

Shedd, Perry Ellis (1989). The use of the Principles of Adult Learning Scale to assess instructional development needs in

- a community college. Ph.D. dissertation, University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9010600).

McCann, Robert Thomas (1988). Academic achievement as a function of instructor teaching orientation among

- nontraditional university students. Ph.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT

8925489).

- Brooks, Phyllis M. (1988). Perceptions of instructional behaviors among college faculty members and students in a liberal arts college setting. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8900464).
- Mancuso, Susan Karen (1988). Self-directedness, age, and nontraditional higher education. Ed.D. dissertation, University of Washington, United States -- Washington. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8810559).
- Franklin, Joan Elizabeth (1988). The collaborative teaching-learning mode: Adult learning principles and managers of training and development in business. Ph.D. dissertation, Texas Woman's University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8915688).
- Freeland, Deborah Kim (1988). The collaborative teaching-learning mode: Health education professors and adult learning principles. Ph.D. dissertation, Texas Woman's University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8827487).
- Graham, Sandra Louise Rafferty (1988). The collaborative mode, selected community college instructor characteristics, and student retention. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8822381).
- Farney, Harriet Feldman (1987). An analysis of the relationship between adult education training and the orientation to an andragogical philosophy of education in HRD professionals. Ph.D. dissertation, The University of Connecticut, United States -- Connecticut. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8811734).
- McKenzie, Patricia Mae (1987). Associate degree nursing programs in Texas: A survey of the instructors' teaching style and the schools' licensure examination results. Ed.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8808857).
- LUCAS, MARTHA MONTEEN (1987). COLLABORATIVE ADULT LEARNING PRINCIPLES IN BACCALAUREATE COMMUNITY HEALTH EDUCATION CURRICULA. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8802108).
- SCOTNEY, DOUGLAS WAYNE (1986). AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE LEVEL OF KNOWLEDGE AND UNDERSTANDING OF THE COLLABORATIVE TEACHING-LEARNING MODE AND TEACHING PRACTICES IN THE CLASSROOM (PART-TIME TEACHER, CONTINUING EDUCATION). Ph.D. dissertation, University of Oregon, United States -- Oregon. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8629584).
- CLANCY, CATHERINE ANN (1986). AN INVESTIGATION OF THE USE OF THE COLLABORATIVE TEACHING-LEARNING MODE BY GRADUATE SOCIAL WORK FIELD INSTRUCTORS. Ph.D. dissertation, Texas A&M

University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database.

(Publication No. AAT 8614942).

CLOW, THERESA LEA (1986). DIFFERENCE BETWEEN TEACHER PROFESSED COLLABORATIVE TEACHING MODE AND ADULT STUDENT PERCEPTION OF COLLABORATIVE TEACHING MODE. Ph.D. dissertation,

University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8701371).

WILEY, LINDA JOAN (1986). THE EFFECT OF TEACHING STYLE ON THE DEVELOPMENT OF MORAL JUDGMENT IN PRISON INMATES (TEXAS). Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8707491).

DEMING, MARIETTA L. (1986). THE USE OF THE COLLABORATIVE TEACHING-LEARNING MODE IN HOSPITAL-BASED COMMUNITY HEALTH EDUCATION PROGRAMS. Ph.D. dissertation, The University of Toledo, United States -- Ohio. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8708649).

SANTUCCI, MARY ANN (1985). COLLABORATIVE TEACHING IN DEGREE COMPLETION BACCALAUREATE PROGRAMS FOR REGISTERED NURSES. Educat.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8524750).

BUCKHANNON WELBORN, RUTH ANN (1985). THE RELATIONSHIP OF LEARNING AND TEACHING STYLES TO ACHIEVEMENT AMONG NONTRADITIONAL HEALTH PROFESSIONAL STUDENTS. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8605234).

JONES, MARTHA JANE EVERMAN (1984). THE EFFECTS OF TEACHING MODES ON THE ACADEMIC GAIN OF CENTRAL STREAM SECONDARY MIGRANT STUDENTS OF TEXAS. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8428771).

DOUGLASS, JOHN F. (1982). AN ANALYSIS OF THE RELATIONSHIP BETWEEN PROFESSIONAL TRAINING IN ADULT EDUCATION AND ORIENTATION TO THE COLLABORATIVE TEACHING-LEARNING MODE IN WASHINGTON STATE HOSPITALS AND THE WASHINGTON STATE COOPERATIVE EXTENSION SERVICE. Educat.D. dissertation, Indiana University, United States -- Indiana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8303946).

MORRIS, LIBBY VASSAR (1982). A STUDY OF PERCEIVED TEACHING EFFECTIVENESS IN THE NORTH CAROLINA ELDERHOSTEL PROGRAM. Ph.D. dissertation, The University of North Carolina at Chapel Hill, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8222882).

PEARSON, THOMAS GEORGE (1980). MANAGERIAL PHILOSOPHY AND ADULT LEARNING PRINCIPLES: TRAINING AND DEVELOPMENT PROFESSIONALS AS MANAGERS OF COLLABORATIVE LEARNING. Educat.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8111574).

CONTI, GARY JOSEPH (1978). PRINCIPLES OF ADULT LEARNING SCALE: AN INSTRUMENT FOR MEASURING TEACHER BEHAVIOR RELATED TO THE COLLABORATIVE TEACHING-LEARNING MODE. Educat.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 7912479).

**! All documents are reproduced with the permission of the copyright owner. Further reproduction or distribution is prohibited without permission.**

Citation style: APA

**! Attention: Ensure the accuracy and completeness of your bibliography. [Click here to view instructions](#). In particular, the formatting of author names and dates might need to be corrected.**

#### Document 1 of 48

Cook, Sandra Cornell (1994). A descriptive analysis of the degree of adherence to the collaborative teaching-learning mode among correctional educators in South Carolina. Ed.D. dissertation, University of South Carolina, United States -- South Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9508123).

#### Abstract (Summary)

The primary purpose of this study was to determine the extent of support and use by correctional educators for the principles of adult learning congruent with the collaborative teaching-learning mode as measured by Conti's Principles of Adult Learning Scale (PALS). Furthermore, a descriptive demographic profile of the correctional educators in the study population was developed, and the relationship between adherence to the adult education learning principles and selected demographic variables was examined.

The population for the study was comprised of the 142 correctional educators (academic and vocational instructors) for the 1993-94 academic year in the South Carolina Department of Corrections who taught at the adult correctional institutions. The PALS was used to measure the degree to which the correctional educators adhered to the adult education learning principles congruent with the collaborative teaching-learning mode. PALS yields a total score as well as scores for seven factors which comprise the elements of the collaborative mode and operationalize them: Learner-Centered Activities, Personalizing Instruction, Relating to Experience, Assessing Student Needs, Climate Building, Participation in the Learning Process, and Flexibility for Personal Development. Information was gathered and reported in tabular form for data related to the respondents' years of teaching in adult correctional education, type of position (full or part-time), teaching assignment (academic or vocational), highest level of education attained, formal coursework in adult education, age, and gender.

Within the delimitations of the study and based on the results, the following conclusions are justified: (1) According to the mean score of PALS, the 132 correctional educators in the study supported a teacher-centered mode of instruction. (2) The correctional educators adhered to only one (Assessing Student Needs) of the seven factors inherent in the collaborative teaching-learning mode. (3) The demographic characteristics of the population were: 37.9% had one to four years experience in adult correctional education; 69.7% were full-time adult correctional educators; 67.9% had an academic assignment; 30.3% had completed a Bachelor's degree; 41.7% had taken no coursework in adult education; 40.9% were in the age range of 42-51; and 51.5% were male.

#### Indexing (document details)

**Advisor:** Maiden, Leonard F.  
**School:** University of South Carolina  
**School Location:** United States -- South Carolina  
**Source:** DAI-A 55/11, p. 3382, May 1995

**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Teacher education  
**Publication Number:** AAT 9508123  
**Document URL:** <http://proquest.umi.com/pqdweb?did=741344881&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 741344881

## Document 2 of 48

Wilson, Nancy L. (1994). A study of the extent to which the instructional practices of teachers of adults differ from the instructional preferences of adult learners enrolled in post-secondary credit courses. Ed.D. dissertation, Drake University, United States -- Iowa. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9603237).

### Abstract (Summary)

The problem. Most adult education literature supports the collaborative teaching-learning mode as the most effective method when teaching adults. While this andragogical model is accepted by most adult educators, little research has been conducted that investigates the instructional practices of teachers of adults and the instructional preferences of adult learners, and that measures the extent to which the instructional practices of teachers of adults differ from the instructional preferences of adult learners.

Procedures. The design of the study used a self-reported survey method to elicit responses from 40 adjunct instructors teaching at four extended campus locations of a private postsecondary institution and 341 adult learners enrolled in baccalaureate degree programs at the same institution.

The Principles of Adult Learning Scale (PALS) developed by Conti (1978) was used to determine the collaborative or noncollaborative instructional practices of teachers of adults. An adapted form of the PALS instrument, the Student Preferences of the Principles of Adult Learning Scale (SPPALS) was used to measure if the instructional preferences of adult learners were either collaborative or noncollaborative.

Findings. The instructional practices of teachers of adults and the instructional preferences of adult learners were found to be similar and both exhibited a noncollaborative orientation. No significant difference was found between the scores of the teachers of adults and the scores of the adult learners. Of the five instructor variables investigated (gender, age, career background, amount of teaching experience, type of course facilitated), none were significant and of the four student variables (gender, length of attendance, academic major, types of course enrolled), three were found to be significant. Female students preferred instructional practices that were collaborative to a greater extent than male students, students majoring in education and social science preferred instructional practices that were collaborative to a greater extent than business majors, and students enrolled in qualitative courses preferred instructional practices that were collaborative to a greater extent than students in quantitative courses.

Conclusions. The study suggests that in a postsecondary setting, the instructional orientations of teachers and adult learners have a noncollaborative orientation. Furthermore, adult students seemingly prefer different teaching methods depending on their field of study and the type of course in which they are enrolled. Gender differences also influence student instructional preferences. The study questions whether the collaborative teaching-learning mode can be generalized to the extent that in all settings and in all situations it is the most effective method when teaching adults. Continued research examining situational aspects of adult learner instructional preferences would seem warranted as would research expanding the sample to include full-time faculty and traditional students.

### Indexing (document details)

**Advisor:** Westbrook, Thomas S.  
**School:** Drake University  
**School Location:** United States -- Iowa  
**Source:** DAI-A 56/10, p. 3820, Apr 1996  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Teacher education, Higher education

**Publication Number:** AAT 9603237

**Document URL:** <http://proquest.umi.com/pqdweb?did=741339731&Fmt=2&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 741339731

### Document 3 of 48

Siebrands, Larry Dean (1994). Defining the personality characteristics of an andragogically inclined instructor. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9517485).

#### Abstract (Summary)

The purpose of the study was to define the personality characteristics unique to the andragogically inclined instructor. A secondary research purpose was to determine the effect of traditional educational experiences on the educators' orientation toward the andragogical teaching mode.

The population of the study was the 733 full time teaching faculty members from the 18 colleges of the Kansas Independent College Association (K.I.C.A.). The selected sample size of instructors was 156. The research tools used were the Principles of Adult Learning Scale (P.A.L.S.), a 44-item scale that measures the educator's orientation toward andragogy or pedagogy; the Taylor Johnson Temperament Analysis (T.J.T.A.), a 180 question personality inventory which measures nine aspects of personality temperament; a brief demographic questionnaire. The research began in March of 1994 and concluded in May of the same year. Of the 156 instructors, 91 returned the demographic questionnaire and the Principles of Adult Learning Scale, thereby completing Phase One of the project. Of the 91 who participated in Phase One, 61 participated in Phase Two, returning the Taylor Johnson Temperament Analysis.

In order to answer the research questions, the data were analyzed using descriptive statistics procedures, the Pearson Correlation coefficient, ANOVA and LSD Post-Hoc tests, and Multivariate Regression Analysis. The analysis established that there were definite personality characteristics which defined the andragogically inclined instructor: expressive-responsiveness, dominance, tolerance, and impulsiveness.

#### Indexing (document details)

**School:** Kansas State University

**School Location:** United States -- Kansas

**Keyword(s):** andragogy, pedagogy

**Source:** DAI-A 56/01, p. 62, Jul 1995

**Source type:** Dissertation

**Subjects:** Adult education, Continuing education, Higher education

**Publication Number:** AAT 9517485

**Document URL:** <http://proquest.umi.com/pqdweb?did=741568321&Fmt=6&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 741568321

### Document 4 of 48

Nolte, Jeffrey Lance (1994). Effects of inservice training on part-time continuing education faculty. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9427273).



**Abstract (Summary)**

This study examined the effects of varying lengths of inservice training on the educational orientation of part-time continuing education faculty members at a small midwestern four-year college in Missouri. The study was patterned after work done by Wegge (1991). As in the Wegge (1991) study, it was hypothesized that instructors who received inservice training in andragogical methods would utilize these techniques in their teaching. Therefore, and in keeping with previous research, those who received varying lengths of three and six hours of andragogical training would "demonstrate an educational orientation more closely aligned with those principles than would instructors who did not participate in the inservice activity" (Wegge, 1991).

The degree of identification with the collaborative teaching mode was measured by the Principles of Adult Learning Scale (PALS) developed by Conti. PALS yields a total score and seven factor scores which purports to measure the extent to which instructors practice the collaborative mode of teaching.

This study used a multi-variate analysis of variance to assess the relationship of the following experimental variables: hours of inservice training; years of college teaching experience; gender; and credit versus non-credit course content area. An analysis of variance was also used to detect significant differences for each of PALS seven sub scores. The sample for this study were volunteers who received additional compensation for the inservice training sessions.

Over the past few years community college administrators have made a concerted effort to help part-time continuing education faculty members become more aware of their nontraditional student population's needs. However, part-time faculty members at four-year state colleges have not always been afforded this opportunity. This study was done to help provide part-time continuing education faculty members with specific teaching strategies and adult learning principles supported in the adult education literature.

As found in previous research, it was hypothesized that instructors who had inservice training which not only presented the andragogical methods of instruction but also utilized these practices in the activity itself, would demonstrate an educational orientation more closely aligned with the principles than would instructors who did not participate in this inservice activity.

This study did not support the theory that inservice training which introduces and establishes collaborative teaching mode as a viable classroom teaching strategy is effective for part-time continuing education faculty members at a small four-year state college. Further research should be conducted to ascertain if these results can be generalized to other educational institutions.

**Indexing (document details)**

**Advisor:** Spikes, W. Franklin  
**School:** Kansas State University  
**School Location:** United States -- Kansas  
**Source:** DAI-A 55/05, p. 1171, Nov 1994  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Teacher education  
**Publication Number:** AAT 9427273  
**Document URL:** <http://proquest.umi.com/pqdweb?did=747041051&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 747041051

**Document 5 of 48**

Siebrands, Wendy Lucille (1994). The influence of educational experience on instructional stance. Ph.D. dissertation, Kansas State University, United States -- Kansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9517486).

**Abstract (Summary)**

The purpose of this study was to determine the effect of traditional educational experience along with more non-traditional educational experience on the educator's orientation toward the collaborative teaching-learning mode as defined by Conti's Principles of Adult Learning Scale (PALS). Demographic characteristics were collected through a Personal Data Inventory. Subjects were full time college instructors within the Kansas Independent College Association (K.I.C.A.). The data was examined

for significance at the .05 level of confidence by means of a one-way analysis of variance. In cases of largely unequal cell sizes, the Kruskal-Wallis ANOVA by Ranks was employed.

The study established that there was a significant relationship between certain formal and informal educational experiences and the orientations of the K.I.C.A. instructors toward the collaborative teaching-learning mode as defined by Conti's PALS.

This determination was supported by the finding that there was a significant interaction between the instructor's type of formal educational experience (major) at both the undergraduate and graduate level and the instructor's teaching-learning stance. However, there was not significant difference between the level or amount of formal education and the instructors' stance. In addition, there was no significant difference between instructors with formal "adult education" course work, defined as three or more formal courses in adult education, and those who did not have formal course work in adult education.

The findings also support the conclusion that certain informal educational experiences influence an instructor's learning-teaching stance. There was a significant relationship between the number of years of college teaching experience and the instructor's stance. In addition, the number of years of work experience, not as an instructor in a college setting, was significant. Experience as an adult learner, however, was not a significant determinant.

#### Indexing (document details)

**School:** Kansas State University  
**School Location:** United States -- Kansas  
**Source:** DAI-A 56/01, p. 62, Jul 1995  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Higher education  
**Publication Number:** AAT 9517486  
**Document URL:** <http://proquest.umi.com/pqdweb?did=741571691&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 741571691

---

#### Document 6 of 48

Woodcock, Jean Ford (1994). The relationship of student satisfaction with instructors' and students' scores on the Principles of Adult Learning Scale (PALS). Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9520178).

#### Abstract (Summary)

One of the purposes of this study was to determine if there was a relationship between how instructors perceived themselves to be practicing adult learning principles and how their adult college students perceived their instructors to be practicing adult learning principles. Next, the study attempted to ascertain if there was a relationship between the instructor's practice of adult learning principles as shown by their scores on PALS and student satisfaction ratings as shown by the student formal evaluations of the instructors and the frequency of student complaints as recorded in the program office. In addition, the study attempted to find a relationship between certain background demographics of the instructors and their scores on the Principles of Adult Learning Scale (PALS).

In the spring quarter of 1993, 300 adult college students and their 10 instructors in the College of DuPage Travel and Tourism Program were administered the Principles of Adult Learning Scale (PALS) developed by Conti. The instructors also completed a brief demographics background questionnaire. The major finding of this study was that the instructors with the highest PALS scores had significantly fewer student complaints and significantly higher student evaluations by instructors, i.e., instructors with the highest PALS scores received the highest student satisfaction ratings. In addition, there was a significant relationship between how the instructors rated themselves on the PALS instrument and how the students rated their instructors on the same instrument. Lastly, the one demographic which appeared to have a significant positive relationship to the instructors' high scores on PALS was the instructor's completion of a course in adult education.

Further research is recommended to determine if the PALS can be an effective instrument for helping to predict, during the interview process, which candidates may be more successful in meeting students' needs. Further research also is recommended to ascertain if an item-by-item analysis of the PALS can be used for staff development to enhance teaching effectiveness for new

and current staff.

#### Indexing (document details)

**Advisor:** Mason, Robert  
**School:** Northern Illinois University  
**School Location:** United States -- Illinois  
**Source:** DAI-A 56/02, p. 435, Aug 1995  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 9520178  
**Document URL:** <http://proquest.umi.com/pqdweb?did=741941611&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 741941611

---

#### Document 7 of 48

Miglietti, Cynthia L. (1994). The relationship of teaching styles, expectations of classroom environments, and learning styles of adult students at a two-year college. Ph.D. dissertation, Bowling Green State University, United States -- Ohio. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9541520).

#### Abstract (Summary)

This study examined the relationship between self-reported faculty instructional modes, students' preferred classroom environment, learning styles, course grades, sense of accomplishment, and overall course satisfaction for adult and traditional-age freshmen. The instructors who participated in the study included five who taught remedial English and five who taught remedial mathematics classes. The student sample consisted of 61 adult and 95 traditional-age students enrolled in these classes. The study was conducted at a two-year branch campus of a midwestern state university.

Analysis of the data indicated that student age accounts for little variance in expectations of the classroom environment, as measured by the Adult Classroom Environment Scale, learning style, as assessed by the Adaptive Style Inventory, grades, student sense of accomplishment, and overall course satisfaction, as measured by the Evaluation of Instruction Questionnaire.

A learner-centered teaching style, as measured by the Principles of Adult Learning Scale accounted for significant differences with respect to grade, sense of accomplishment, and overall course satisfaction. Students in learner-centered classes had higher grades, reported a greater sense of accomplishment, and overall course satisfaction than those in teacher-centered classes. The effect of these variables differed by course discipline with adult students in mathematics sections only indicating a greater sense of accomplishment and overall course satisfaction than their traditional-age counterparts.

#### Indexing (document details)

**Advisor:** Strange, C. Carney  
**School:** Bowling Green State University  
**School Location:** United States -- Ohio  
**Source:** DAI-A 56/08, p. 2970, Feb 1996  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Community colleges  
**Publication Number:** AAT 9541520  
**Document URL:** <http://proquest.umi.com/pqdweb?did=741047501&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 741047501

---

**Document 8 of 48**

Reese, Tania Hughes (1993). Adult learning research and effective college teaching: Perceptions and practice. Ph.D. dissertation, University of Denver, United States -- Colorado. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9333357).

**Abstract (Summary)**

Higher education has entered an era of limited resources, changing demographics, and ardent criticism. The concern for quality of teaching and learning is of increasing importance with escalating competition. One problem relates to declining numbers of traditional students and increasing numbers of nontraditional learners. Nearly two-thirds of higher education learners are nontraditional either by age, life roles, or attendance patterns. A second problem involves faculty response to these learners and the research about them. Evidence indicates the need for all segments of higher education to embrace alternative teaching strategies offered by adult learning research. The method of choice to enhance faculty understanding and practice is faculty development.

This dissertation investigated effective college teaching strategies, the relevance of adult learning research, and the connection between that research and practice. Efforts were made to identify salient adult learning factors which, if employed effectively, may improve the classroom learning experience.

Triangulated methods were used to explore and analyze effective college teaching and related perceptions of different constituencies. This study incorporated a multisite, integrated research design combining qualitative and quantitative measures including interviews, naturalistic classroom observation, an assessment of teaching style, and a student survey. Teaching style, related conceptual foundations, and familiarity with adult learning principles were identified through the Principles of Adult Learning Scale (PALS, Conti, 1978). Perspectives were explored of three college administrators from three different types of institutions, nine faculty representing effective teachers at those institutions, 133 students, and a trained nonparticipant observer.

The general findings indicate these effective college teachers are interested in adult learning research and desire to become more learner-centered. Three specific findings imply additional efforts are needed to implement the recommended teaching strategies: (a) faculty had difficulty articulating an explicit philosophy of teaching, (b) most were inconsistent in their teaching practices, and (c) primarily from a lack of experience, numerous students expressed dissatisfaction with the learner-centered teaching approach. The lack of consistency found through the PALS and discrepancies between perceptions of the other study participants indicate a need for greater transfer from research into practice, if the quality of the learning experience is to be improved.

**Indexing (document details)**

**Advisor:** Davis, James, Goodchild, Lester  
**School:** University of Denver  
**School Location:** United States -- Colorado  
**Keyword(s):** effective teaching  
**Source:** DAI-A 54/08, p. 2915, Feb 1994  
**Source type:** Dissertation  
**Subjects:** Higher education, School administration, Curricula, Teaching, Adult education, Continuing education  
**Publication Number:** AAT 9333357  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744703031&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744703031

---

**Document 9 of 48**

Shriver, Kay Arleen (1993). A study of pre-employment assessment process used to select part-time faculty for an allied health degree completion program. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009,

from Dissertations & Theses: Full Text database. (Publication No. AAT 9400666).

### Abstract (Summary)

This study described, analyzed and assessed the effectiveness of four selection variables (interview, in-basket exercise, group discussion and the Principles of Adult Learning Scale (PALS)) of a pre-employment assessment process. It examined the relationship between teaching performance of part-time faculty in an allied health degree completion program (as measured by the Faculty Assessment Form (FAF)) and the results of the pre-employment assessment process of selection. Fifty faculty were purposefully selected to participate in the study and 306 students completed 1,430 Faculty Assessment Forms.

Factor analysis performed on PALS and FAF indicated that both were bifactorial and homogeneous among the sample studied. The Cronbach alpha analysis indicated a strong reliability and internal consistency in both PALS and FAF.

Four research hypotheses were tested using multiple statistical procedures. Rejection or acceptance of the null hypothesis was measured at the 0.05 level of significance unless otherwise stated. Null hypothesis one showed no significant difference between the degree of support for the collaborative mode by full-and part-time faculty and Conti's comparative sample.

Null hypothesis two indicated the relationship between the degree of faculty support for the collaborative mode and student assessment of full and part-time faculty was significantly positive. Faculty who practiced adult learning principles in the collaborative mode displayed more functionality of role behaviors than those who used a non-collaborative mode.

Null hypothesis three, the in-basket exercise and the PALS, showed a strong positive correlation with FAF. The interview and group discussion showed a low correlation between them and the FAF.

Null hypothesis four tested the relationship between four selection variables and eight faculty assessment variables. Two selection variables (the in-basket exercise and the PALS) and eight of the faculty assessment variables had strong positive associations.

Concluding evidence supported the use of four prediction variables in the pre-employment assessment. This process, with some revisions of four selection activities and corresponding rating scales, is an appropriate mechanism for predicting teaching performance.

Further research is needed to investigate other assessment activities in selecting faculty for teaching positions. Longitudinal studies should be conducted for changes in faculties' functionality of role behaviors and performance outcomes.

### Indexing (document details)

**School:** Northern Illinois University  
**School Location:** United States -- Illinois  
**Keyword(s):** faculty selection  
**Source:** DAI-A 54/09, p. 3297, Mar 1994  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Health education, Vocational education  
**Publication Number:** AAT 9400666  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744957141&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744957141

---

### Document 10 of 48

Clauss, Barbara Ann (1993). Certified Family Life Educators' practice of the collaborative approach to teaching-learning. Ph.D. dissertation, Purdue University, United States -- Indiana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9420809).

**Abstract (Summary)**

This study explored the extent to which family life educators practice the collaborative approach to teaching-learning, the approach promoted in the model of Family Life Education as prevention. It also explored factors expected to be related to such practice. A sample of 76 Certified Family Life Educators (CFLEs) completed a questionnaire designed to gather information on their teaching-learning approach, experiences, and beliefs. Hierarchical multiple regression analyses were conducted to examine the relationship of CFLEs' philosophy of Family Life Education, the philosophy of Family Life Education of his or her most recent training program, the interaction of the two philosophies, level of work experience, level of self-disclosure, and level of interpersonal control to the extent to which they report practicing the collaborative approach to teaching-learning. Hierarchical multiple regression analyses also were conducted to examine the relationship of the independent variables and the interaction term to each of six subscales of the dependent variable.

The results indicated that philosophy of Family Life Education and level of self-disclosure contributed significantly to the variance in the extent to which CFLEs report practicing the collaborative approach as measured by the Principles of Adult Learning Scale. Philosophy of Family Life Education was significantly related to three subscales of the dependent variable: Learner-centered Activities, Personalizing Instruction, and Participation in the Learning Process. Level of self-disclosure was significantly related to three subscales of the dependent variable: Learner-centered Activities, Relating to Experience, and Climate-Building. Directions for future research and implications for the field of Family Life Education were discussed.

**Indexing (document details)**

**Advisor:** Jurich, Joan  
**School:** Purdue University  
**School Location:** United States -- Indiana  
**Keyword(s):** Family Life Education  
**Source:** DAI-A 55/03, p. 752, Sep 1994  
**Source type:** Dissertation  
**Subjects:** Families & family life, Personal relationships, Sociology, Home economics  
**Publication Number:** AAT 9420809  
**Document URL:** <http://proquest.umi.com/pqdweb?did=746572841&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 746572841

**Document 11 of 48**

Atkinson, Jimmy Jon (1993). Faculty perceptions of teaching styles at three selected post-secondary institutions in northwest Arkansas relating to the andragogical model. Ed.D. dissertation, University of Arkansas, United States -- Arkansas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9334047).

**Abstract (Summary)**

The purpose of this study was to determine if there is a difference among teaching styles related to the andragogical model at a state land grant institution, a private four year institution, and a state two year community college. The data for this study was gathered from the responses to a questionnaire entitled the Principle of Adult Learning Scale (PALS). The PALS instrument is based upon the principles that are advanced in adult education literature.

The subjects of this study were seventy-five randomly selected faculty of the University of Arkansas at Fayetteville, Arkansas and the faculties of John Brown University, Siloam Springs, Arkansas and Northwest Arkansas Community College, Rogers, Arkansas. The study was completed between January 15, 1992 and March 1, 1992.

The overall PALS scores are broken down into seven factors supporting the collaborative or andragogical instructional mode. High scores on PALS represent a learner-centered approach to teaching and low scores represent a teacher-centered approach.

The findings indicated that there was no difference in teaching styles among the institutions surveyed. The study further uncovered an eclectic to pedagogical mode of instruction. These results suggest that teachers borrow from both learner-centered and teacher-centered modes of instruction with teacher-centered instruction as the predominate behavior.

**Indexing (document details)**

**Advisor:** Lyle, Buel R.  
**School:** University of Arkansas  
**School Location:** United States -- Arkansas  
**Keyword(s):** collaborative teaching, postsecondary  
**Source:** DAI-A 54/07, p. 2427, Jan 1994  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 9334047  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744470991&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744470991

**Document 12 of 48**

Eberle, Jane Heide (1993). Perceptions of the use of the collaborative teaching-learning mode by county agents of the Kansas State University Cooperative Extension Service. Ph.D. dissertation, Kansas State University, United States -- Kansas.  
 Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9413079).

**Abstract (Summary)**

The collaborative-teaching learning mode has been identified by a significant portion of the literature in adult education as the most effective. This study investigated the support by the County Agents of the Kansas State University Cooperative Extension Service for the collaborative mode as a means to aid in the planning of professional development training. The Principles of Adult Learning Scale (PALS), a 44-item questionnaire, developed by Gary Conti was used to measure the Agents' overall support for the collaborative mode as well as their support for the seven factors identified by Conti as components of the mode. The seven factors include learner-centered activities, personalizing instruction, relating to experience, assessing student needs, climate building, participation in the learning process, and flexibility for personal development. Scores for the PALS were tabulated to establish an overall mean, overall means for the various demographic groups, and means for the seven factors within the PALS. These means were compared to the means established by Conti as the norm to determine whether or not the Agents support the collaborative mode.

The sample consisted of 204 County Agents. Seven statistical hypotheses were tested using one sample z-tests for large groups and one sample t-tests for smaller demographic groups. The findings indicated that, overall, the Agents do not support the collaborative mode. However, within the seven factors, there was support by many of the Agents. The two factors, climate building and relating to experience, were identified by the PALS as factors supported by the Agents. Generally, scores that were significantly different from Conti's norm were lower, indicating a more teacher-centered approach. However, means for the factor, participation in the learning process, were generally higher than Conti's norm, indicating a more learner-centered approach. Means for the other factors varied within the demographic groups as to statistical significance for support or non-support of the collaborative mode.

**Indexing (document details)**

**Advisor:** Hortin, John A.  
**School:** Kansas State University  
**School Location:** United States -- Kansas  
**Source:** DAI-A 55/04, p. 832, Oct 1994  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Curricula, Teaching  
**Publication Number:** AAT 9413079  
**Document URL:** <http://proquest.umi.com/pqdweb?did=746816131&Fmt=6&clientId=21243&RQT=309&VName=PQD>

ProQuest document ID: 746816131

---

**Document 13 of 48**

Moulton, Patrice (1992). Andragogical vs. pedagogical practices of a community college faculty. Ph.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9321731).

**Abstract (Summary)**

As Community Colleges move toward the future it is imperative that the educators move in a progressive manner towards meeting the needs of the population at hand by utilizing appropriate teaching philosophies and methodologies. The purpose of this study was to investigate teaching styles utilized by community college educators. It also examined the relationships between teaching style and the variables of age, gender, subject taught, years of teaching experience, degree and prior public school teaching. The study consisted of a sample of full-time community college educators. The Principle of Adult Learning Scale (PALS) was used to determine andragogical vs. pedagogical modes of instruction. Using multiple linear regression, significant relationships were found between the criterion variables of total PALS score, the subscore of relating to experience, the subscore of assessing students' needs, and the predictor variables of age, gender, subject taught, years of teaching experience, degree and prior public school teaching. Significant independent relationships were found between the criterion variables of the total PALS score, relating to experience, assessing students' needs, participation in the learning process, and the predictor variable of subject area taught. A significant independent relationship was also found between the criterion variables of relating to experience and assessing students' needs, and the predictor variable of years of teaching experience.

**Indexing (document details)**

**School:** The University of Southern Mississippi  
**School Location:** United States -- Mississippi  
**Source:** DAI-A 54/03, p. 778, Sep 1993  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Community colleges  
**Publication Number:** AAT 9321731  
**Document URL:** <http://proquest.umi.com/pqdweb?did=746986421&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 746986421

---

**Document 14 of 48**

Waters, Dolores Holley (1992). Community college faculty's use of adult learning principles as measured by the Principles of Adult Learning Scale. Ed.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9239417).

**Abstract (Summary)**

The purpose of the present study was to determine whether community college faculty members were using those generally accepted teaching principles advocated by leading adult educators as being most effective in the teaching of adults. This study examined the relationship of the variables teaching area (discipline), age, race, and gender with self-perceived teaching style as measured by Conti's Principles of Adult Learning Scale (PALS), and the relationship of PALS subscale scores with grades given to students. One hundred and one faculty members from a selected community college participated in the study.

A significant finding of preliminary measurement integrity studies was that community college educators appear to perceive the forty-four item PALS differently than do other adult educators. In the present study, a two factor structure was identified for the PALS in contrast to Conti's seven factor structure.



Interestingly, the community college respondents as a whole, regardless of teaching area (discipline), age, race, and gender scored significantly below Conti's identified mean of 146 on the forty-four item PALS. Older faculty and females scored somewhat higher than did younger faculty and males. Race did not appear to be a significant factor in predicting teaching style. A canonical correlation analysis was utilized to determine that there was a moderate degree of relationship ( $R^2 = .42$ ) between the aforementioned demographic variables and the two sub-scales of the PALS. Moreover, it was found that teaching style had virtually no impact on GPA (grades given) ( $R^2 < .01$ ).

#### Indexing (document details)

**Advisor:** Rachal, John  
**School:** The University of Southern Mississippi  
**School Location:** United States -- Mississippi  
**Source:** DAI-A 53/08, p. 2650, Feb 1993  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Community colleges  
**Publication Number:** AAT 9239417  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744685191&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744685191

#### Document 15 of 48

Gifford, Nancy Kay Teresa (1992). The relationship of moral reasoning level of instructors to their teaching style and adult student perception of the learning environment. Ph.D. dissertation, The University of Nebraska - Lincoln, United States -- Nebraska.

Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9308176).

#### Abstract (Summary)

The purpose of this study was to examine the relationship between instructor moral reasoning level, teaching style, and adult students' perception of the classroom environment. Rest's Defining Issues Test measured the independent variable, principled level of moral cognitive development. Teaching style was identified as either learner-centered or teacher-centered using Conti's Principles of Adult Learning Scale. Student perception of classroom environment was measured by Stern and Walker's Classroom Environment Index (Form 971). The possible influence of the demographic variables of (1) gender, (2) age range, and (3) level of education on principled moral reasoning level was explored. The sample consisted of 34 faculty teaching adult students at six area colleges and 519 students. There was a moderate significant relationship between moral reasoning level and teaching style indicated by Pearson's correlation coefficient. Step-wise regression showed that the utilization score on the Defining Issues Test when combined with the principled moral reasoning score moderated the amount of variance accounted for between the moral reasoning level and teaching style by a 12% increase. There was no significant correlation between teaching style and student perception of teaching style behaviors. There was significant moderate correlation between principled moral reasoning level and gender.

#### Indexing (document details)

**Advisor:** Barrett, Laverne A.  
**School:** The University of Nebraska - Lincoln  
**School Location:** United States -- Nebraska  
**Source:** DAI-A 54/01, p. 59, Jul 1993  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Educational psychology, Curricula, Teaching  
**Publication Number:** AAT 9308176  
**Document URL:** <http://proquest.umi.com/pqdweb?did=746275541&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 746275541

---

**Document 16 of 48**

Viau, Paula Ann (1991). Adult educational principles and strategies employed by nursing staff development educators within the hospital milieu: An exploratory study. Ph.D. dissertation, The University of Connecticut, United States -- Connecticut. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9125867).

**Abstract (Summary)**

This exploratory study was conducted to describe the realm of teaching strategies currently employed by nursing staff development educators within the hospital setting, to identify the perceived effectiveness of such strategies and to measure the degree of support for the collaborative teaching-learning mode. The independent variables of age, educational level and years of teaching experience were identified for exploration as well. The non-random sample consisted of 124 nursing staff development educators from two New England states who agreed to participate in this mail survey. Data was collected via The Nursing Staff Development Educator Questionnaire which was comprised of researcher developed inquiries and the Principles of Adult Learning Scale, (Conti, 1978). Content validity of the questionnaire was established via expert panel review by ten nursing and/or adult educators.

Data collection methods yielded a response rate of 74%. Results indicated that the typical respondent was female, 40 years of age with at least a baccalaureate degree and 7 years experience in staff development. A total of 26 traditional and non-traditional strategies were evaluated by respondents. Those perceived to be most effective included: skill demonstration, preceptor programs and clinical discussion groups. Least effective included classroom lecture, program instruction and films/slides. The analysis of PALS yielded  $x = 147.41$ ,  $SD 16.84$ . A reliability coefficient,  $r = .8$ , was established via Cronback's Alpha statistical procedure. Stepwise multiple regression analysis identified the independent variable of educational level as significant in explaining PALS scores for this sample (Mult  $R = .220$ ,  $p = .015$ ). Recommendations for future studies include: administration of PALS to a larger sample of nurses in various educational roles, investigation of other variables associated with reported teacher-learning behaviors and further refinement of a classification of effective staff development methodologies.

**Indexing (document details)**

**Advisor:** Thompson, Donald  
**School:** The University of Connecticut  
**School Location:** United States -- Connecticut  
**Keyword(s):** educational strategy, staff development  
**Source:** DAI-A 52/06, p. 1989, Dec 1991  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Nursing, Health education, Hospitals, Professional development  
**Publication Number:** AAT 9125867  
**Document URL:** <http://proquest.umi.com/pqdweb?did=747380071&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 747380071

---

**Document 17 of 48**

Seevers, Brenda S. (1991). Factors related to teaching style preference of Ohio Cooperative Extension Faculty and Program Staff. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9130552).

**Abstract (Summary)**

The purpose of this study was to describe the factors related to teaching style preference of the Ohio Cooperative Extension Service (OCES) Faculty and Program Staff. The Principles of Adult Learning Scale (PALS) was used to measure employees

teaching style preference as either teacher-centered or learner-centered. The independent variables included: (1) attitude toward perceived role as an adult educator, (2) knowledge of basic adult education principles, (3) sensitivity of the instructor to student needs students, (4) inclusion of the instructor of students in the design of their own learning experiences, (5) major program area of responsibility, (6) current professional position, (7) number of years employed, (8) highest educational degree, (9) academic major in highest degree, (10) number of adult education classes taken, (11) teaching experience outside of the Cooperative Extension Service, (12) gender, and (13) age. A census was conducted using all OCES employees involved in providing some form of adult education (N = 609). A mail questionnaire was administered. The usable response rate consisted of 454 respondents. Descriptive statistics were used to analyze the data. Stepwise multiple regression was used to determine the best predictor(s) of the dependent variable, teaching style preference. The results indicated that OCES employees overall exhibited low levels of knowledge of adult education principles. Attitude toward being an adult educator were neutral to slightly positive. Scores on PALS indicated that OCES Faculty and Program Staff, possess a more teacher-centered behavior pattern than the norm determined for PALS. It was also found that while some difference did exist among groups on selected characteristics, those difference were found to be minimal. All relationships between the score on PALS and the independent variables were found to be of negligible or low association. Four independent variables: sensitivity, inclusion, adult education classes taken and attitude, were found to be the best combination to predict the dependent variable, "teaching style preference as measured by PALS." However, the total amount of variance accounted for by the linear combination of the four characteristics was only sixteen percent.

#### Indexing (document details)

**Advisor:** Clark, Richard W.  
**School:** The Ohio State University  
**School Location:** United States -- Ohio  
**Keyword(s):** Extension Service staff, faculty, staff  
**Source:** DAI-A 52/05, p. 1614, Nov 1991  
**Source type:** Dissertation  
**Subjects:** Agricultural education, Adult education, Continuing education  
**Publication Number:** AAT 9130552  
**Document URL:** <http://proquest.umi.com/pqdweb?did=747145011&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 747145011

---

#### Document 18 of 48

Rees, Carolyn Virginia (1991). Faculty perceptions of teaching: A comparison between courses designed for adults and courses designed for traditional-age students. Ed.D. dissertation, University of Missouri - Saint Louis, United States -- Missouri.

Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9201606).

#### Abstract (Summary)

In this study faculty members rated their perceived behaviors when teaching courses designed for adult students and when teaching courses designed for traditional age students. Each subject completed two versions of the Principles of Adult Learning Scale (PALS), one reflecting behaviors in courses designed for adults and the other reflecting behaviors in courses designed for traditional age students. The higher the PALS score, the more andragogically oriented were the reported behaviors.

Statistical treatment supported that the faculty do report teaching the two groups differently. The factor scores on the PALS were determined to be significantly different than the normative population. On two of seven factors the sample was more andragogical than the normative population. On four factors the sample was less andragogical than the normative population. One factor was split. Among other things the demographic data found that faculty members who had taken education methodology workshops or adult education courses had higher PALS scores. Scores were lower for faculty members who actually taught more classes for traditional age students and who had more years of higher education teaching experience. Female faculty members scored higher than male faculty members.

The study suggested that the subjects could benefit from an andragogical inservice program.

#### Indexing (document details)

**Advisor:** Henschke, John  
**School:** University of Missouri - Saint Louis  
**School Location:** United States -- Missouri  
**Keyword(s):** teaching courses, adult students  
**Source:** DAI-A 52/09, p. 3200, Mar 1992  
**Source type:** Dissertation  
**Subjects:** Higher education, Adult education, Continuing education, Curricula, Teaching  
**Publication Number:** AAT 9201606  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744655811&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744655811

#### Document 19 of 48

Droessler, Beth M. (1991). Preference for control of instruction among adult learners. Ph.D. dissertation, The University of Wisconsin - Madison, United States -- Wisconsin. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9135460).

#### Abstract (Summary)

This study had two purposes: One was to investigate how well perceived competence (PC), confidence (CFD) and commitment (CMT) related to achieving the learning goals, plus the trait characteristic self-directed continuing learning (SDCL) predicted preference for control of instruction (PFCI) among adult learners in a teaching-learning situation. The other was to begin to develop an instrument that measures PFCI. The 30 item, self-report, print-based instrument was designed to be used by learners in structured teaching-learning situations and was adapted in part from the Principles of Adult Learning Scale (Conti, 1982).

Participants in the study included 104 health professionals participating in an eight-hour new employee orientation seminar at a large hospital. Variables were measured with three self-report instruments administered by the author of the study, two experimenter-designed, the other Oddi's Continuing Learning Inventory (Oddi, 1986). PFCI was the dependent variable. PC, CFD, CMT and SDCL were the independent variables. The research question investigated the hypothesis that the independent variables together would significantly predict PFCI. Partial regression coefficients were used in a multiple regression analysis. No support was found for the hypothesis, ( $F_{(4,99)} = 2.05, p = .09$ ). The adjusted  $R^2$  indicated only 4% of the variance of PFCI was accounted for by the independent variables. PC, CFD, and CMT were also hypothesized to be better predictors of PFCI than the trait variable SDCL, but were not found to be so. SDCL was a better predictor of PFCI than the other independent variables.

The PFCI instrument was developed through a review of the literature and a small panel of expert judges. The instrument was piloted twice before it was administered in the study. Obtained alpha reliability coefficient from the sample was .92.

Results indicated that the PC, CFD, and CMT were highly correlated, thus need to be re-defined to be less correlated in future studies. Non-significance was assumed to be due in part to a mismatch between the underlying theoretical assumptions and the chosen situation, and to the exclusion of relevant variables. The instrument measuring PFCI appears to be useful, valid and reliable, and thus warrants further development.

#### Indexing (document details)

**Advisor:** Knox, Alan  
**School:** The University of Wisconsin - Madison  
**School Location:** United States -- Wisconsin  
**Keyword(s):** self directed learning, learner control  
**Source:** DAI-A 53/05, p. 1360, Nov 1992  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Curricula, Teaching

**Publication Number:** AAT 9135460

**Document URL:** <http://proquest.umi.com/pqdweb?did=747165981&Fmt=2&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 747165981

#### Document 20 of 48

Hudspeth, Jerald Henry (1991). Student outcomes: The relationship of teaching style to readiness for self-directed learning. Ed.D. dissertation, Montana State University, United States -- Montana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9205509).

#### Abstract (Summary)

The problem investigated in this study was to determine if teaching style had an effect on community college students' readiness for self-directed learning. The relationship of demographic factors such as age, high school achievement, gender, and college attended in relationship to self-directed learning readiness was also explored. Analysis of covariance was used to analyze the results of posttests with pretests as the covariate. The analysis of the five variables was conducted using the Self-Directed Learning Readiness Scale (SDLRS) to measure the students' orientation to self-directed learning.

This study was conducted from September of 1989 to June of 1990 in three Montana community colleges and one Washington community college. Instructors whose teaching style had been identified by the Principles of Adult Learning Scale (PALS) administered the SDLRS to their regular classes. The instructors were not given any information or instruction concerning the concept of teaching style and conducted their classes in the customary fashion.

The results of the study demonstrated that age, high school grade point average (GPA), and college attended had a significant effect on the students' scores on the SDLRS. Students who were over the traditional age of 25, who had a low high school GPA, and attended the larger, more comprehensive community colleges indicated a preference for the skills and attitudes associated with a self-directed orientation to learning. Conversely, the variables of teaching style and gender did not have a significant relationship to student scores on the SDLRS.

#### Indexing (document details)

**Advisor:** Conti, Gary

**School:** Montana State University

**School Location:** United States -- Montana

**Source:** DAI-A 52/10, p. 3514, Apr 1992

**Source type:** Dissertation

**Subjects:** Curricula, Teaching, Adult education, Continuing education, Community colleges

**Publication Number:** AAT 9205509

**Document URL:** <http://proquest.umi.com/pqdweb?did=745159391&Fmt=2&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 745159391

#### Document 21 of 48

Gironi, Rita Ann (1991). Teaching styles of instructors in selected postsecondary proprietary schools. Ed.D. dissertation, Temple University, United States -- Pennsylvania. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9207859).

#### Abstract (Summary)

Recently, education for occupational purposes has become increasingly important. Technological changes in the workplace have created a demand for job-related adult education. Few providers of adult education exist primarily to serve the educational needs of adults. Postsecondary proprietary schools are specifically designed for this purpose.

Many students seeking occupational education attend these for-profit schools who tailor their programs to labor market needs. Teachers are recruited from business and industry for their field experience. While value is placed on their expert competencies, they usually have little or no training in adult education. They are likely to teach as they were taught and may create learning experiences that are not suitable for their adult students resulting in decreased teaching-learning effectiveness. They need to learn how to teach adults through an instructional development plan.

A beginning point for instructional development is the knowledge of one's teaching style and the assessment of that style for its appropriateness in adult learning situations. Teaching style refers to the behaviors that a teacher displays in the classroom and can have an impact on the achievement and persistence of adult students. Theory and research suggest that a learner-centered teaching style or collaborative mode is more appropriate than a teacher-centered style in adult education.

The study examined the teaching style of 300 instructors employed by National Education Centers, Inc. in allied health, business, and technical programs. The instructors represented all of NEC's 51 schools across the United States. Utilizing the Principles of Adult Learning Scale (PALS), the study identified each instructor group's style and determined whether any differences existed between groups relative to selected factors of teaching style and certain demographic variables.

The overall response rate was 88%. Findings indicated that all three groups consistently favored the teacher-centered teaching style. Significant differences were found within groups as a result of assignment, formal teacher training, and sex. Further findings indicated that significant differences existed in selected factors of teaching style including personalizing instruction, relating to experience, participation in the learning process, assessing student needs, and flexibility for personal development. Conclusions and recommendations are presented.

#### Indexing (document details)

**Advisor:** Gordon, Roger  
**School:** Temple University  
**School Location:** United States -- Pennsylvania  
**Source:** DAI-A 52/10, p. 3503, Apr 1992  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 9207859  
**Document URL:** <http://proquest.umi.com/pqdweb?did=745157871&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 745157871

---

#### Document 22 of 48

Wegge, Nancy Ballard (1991). The effect of an inservice training program on the educational orientation of part-time adult continuing education instructors. Ed.D. dissertation, University of Missouri - Saint Louis, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9122777).

#### Abstract (Summary)

The theoretical model of andragogy proposes that teaching adults is a unique area of education which requires specialized training. Most part-time adult continuing education teachers are subject matter specialists with little or no training in how to teach adults. The literature records little that is being done to help these teachers become sensitized to their adult students.

This study measured the effect of varying lengths of inservice training on the educational orientation of part-time adult, continuing education instructors. It was hypothesized that instructors who had inservice training which not only presented the andragogical methods of instruction but also utilized these practices in the inservice activity itself, would demonstrate an educational orientation more closely aligned with those principles than would instructors who did not participate in this inservice activity.

The population of part-time adult continuing education instructors at a rural midwestern community college was used in this study. Stratified random samples constituted the treatment groups.

Inservice interventions of six hours and nine hours were presented to provide the two experimental groups with knowledge of andragogical methods of instruction. A control group received no inservice training. The Principles of Adult Learning Scale (PALS) was administered to all individuals in the two experimental groups and in the control group. A form of PALS adapted for student use was administered to each of their students.

A two factor analysis of variance (ANOVA) was used to analyze the data, with the level of significance set at .05. Results indicated that training had a statistically significant positive effect on teacher scores. Analysis showed statistically significant differences between 0 and 6 hours training and between 0 and 9 hours training, but no significant difference between 6 and 9 hours training.

This study supports the theory that inservice training on collaborative teaching techniques is effective for part-time adult continuing education instructors as perceived by both the teacher and by his or her students. Future research needs to focus on whether similar inservice sessions would be effective for teachers of adults in other educational situations.

#### Indexing (document details)

**Advisor:** Walter, James E.  
**School:** University of Missouri - Saint Louis  
**School Location:** United States -- Missouri  
**Source:** DAI-A 52/03, p. 784, Sep 1991  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Community colleges, Teacher education  
**Publication Number:** AAT 9122777  
**Document URL:** <http://proquest.umi.com/pqdweb?did=746442081&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 746442081

---

#### Document 23 of 48

Sornkaew, Sumana (1990). Assessing teaching styles of the faculty of Ramkhamhaeng University. Ph.D. dissertation, University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9100239).

#### Abstract (Summary)

**Purposes.** The primary purpose of the study was to determine the degree of faculty members of Ramkhamhaeng University support and adherence to the collaborative teaching-learning mode. A second purpose was to establish the construct validity of the Principles of Adult Learning Scale.

**Procedure.** The sample consisted of 236 educators who responded to a Thai version of The Principles of Adult Learning Scale. The data were examined by using the multivariate analysis of variance (MANOVA). The univariate analysis of variance (ANOVA) was followed when the multivariate analysis of variance (MANOVA) proved significant. Least-Square Means was used when the univariate analysis of variance (ANOVA) was significant.

**Findings.** Analysis of the data indicated that the Principles of Adult Learning Scale translated to Thai was an inadequate instrument to establish construct validity in regard to the collaborative teaching-learning mode at Ramkhamhaeng University. Results indicated that only three of the seven factors analyzed were significant: Learner Centered Activities, Personalizing Instruction and Participation in Learning Process. There were no significant differences in the other four factors: Relating to Experience, Assessing Student Needs, Climate Building and Flexibility for Personal Development. This study did show that large class size acted as an impediment in utilizing the collaborative teaching-learning mode.

**Conclusions.** (1) The PALS instrument may not be the measurement that can answer whether the faculty at Ramkhamhaeng University utilize a collaborative or non-collaborative mode; (2) The degree to which Ramkhamhaeng educators utilized the collaborative teaching-learning mode was supported by only three of seven factors; (3) The construct validity of PALS was not

verified, the items found from factor analysis were not compatible with the items developed by Conti (1979); (4) The massive size of classes may impose a constraint on educators for the use of a collaborative teaching-learning mode; (5) Almost half of the present faculty had been educated in a foreign country making the potential for educational change in the future highly probable; (6) The PALS was developed in the context of the American education system which may have different values, cultural perspectives than the Ramkhamhaeng University.

#### Indexing (document details)

**Advisor:** Adams, Nicholas A.  
**School:** University of Missouri - Columbia  
**School Location:** United States -- Missouri  
**Keyword(s):** Thailand  
**Source:** DAI-A 51/11, p. 3625, May 1991  
**Source type:** Dissertation  
**Subjects:** Curricula, Teaching, Higher education  
**Publication Number:** AAT 9100239  
**Document URL:** <http://proquest.umi.com/pqdweb?did=745136671&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 745136671

---

#### Document 24 of 48

Taylor, David Allen (1990). A study of the extent to which collaborative methods are employed by instructors in business and industry. Ph.D. dissertation, The University of North Carolina at Chapel Hill, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9034766).

#### Abstract (Summary)

This study examined the extent to which collaborative instructional methods, as exemplified in the andragogical assumptions of Malcolm S. Knowles and as measured by Gary J. Conti's Principles of Adult Learning Scale (PALS), are employed by instructors in business and industry. The descriptive research design employed both quantitative and qualitative methods. Participants completed the 44-item PALS instrument, which has been demonstrated to measure the extent to which an individual supports the collaborative teaching/learning mode, and provided some personal demographic data. Random followup interviews were conducted to validate the PALS data, and to obtain more in-depth information about respondents' instructional methods.

Instructors in organizations in Research Triangle Park, North Carolina, that employ 100 or more people and that have their own training staffs, comprised the study population. The study sample included 163 instructors, representing 97.6 percent of the entire population. The PALS questionnaire and other written materials were distributed to the sample by study coordinators in their own organizations. To preserve participants' anonymity and privacy, stamped, self-addressed envelopes were provided in which to return survey materials to the researcher.

A group mean score on PALS above the 50th percentile was established as the criterion for rejecting this thesis: Instructors in business and industry do not support the collaborative teaching/learning mode, as measured by the Principles of Adult Learning Scale. Compared with the normative mean PALS score, the mean score for respondents corresponded to only the 16th percentile, showing strong support for the thesis. Analysis of the demographic data revealed a Spearman correlation coefficient of .223, significant at the .05 level, between PALS score and respondents' level of formal education. Forty-eight percent of respondents have not achieved a bachelor's degree.

The study concluded that the population does not support the collaborative teaching/learning mode. Further research into the appropriateness of collaborative methods for instructors in business and industry is recommended. In addition, the implementation of in-service programs in adult education methods for instructors in business and industry is suggested.

#### Indexing (document details)

**Advisor:** Rhyne, Dwight



**School:** The University of North Carolina at Chapel Hill  
**School Location:** United States -- North Carolina  
**Keyword(s):** job skills training  
**Source:** DAI-A 51/10, p. 3310, Apr 1991  
**Source type:** Dissertation  
**Subjects:** Business education, Teacher education, Adult education, Continuing education  
**Publication Number:** AAT 9034766  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744832751&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744832751

**Document 25 of 48**

Needham, Madeline Kennevan (1990). Pre-service teacher training of adult educators in Singapore--a follow-up study. M.Ed. dissertation, University of Alberta (Canada), Canada. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT MM64879).

**Abstract (Summary)**

The Vocational Industrial Training Board of Singapore launched two adult upgrading programs, Basic Education for Skills Training (BEST) and Worker Improvement through Secondary Education (W.I.S.E.) and requested the Alberta Vocational College (A.V.C.)/Edmonton to conduct training sessions for the BEST/WISE teachers.

The purpose of this study is to ascertain the perceptions of the teachers on the effectiveness of the training.

The mean Principles of Adult Learning Scale (PALS) scores of the Singapore teachers were significantly lower than the North American norms. There were no significant differences on PALS scores between sub-groups characterized by age, gender or experience, however, in a few cases, there were significant differences between sub-groups characterized by certification and subject speciality.

The teachers identified the major constraints to attempting a different style as time, examination pressure and the students' shyness. The two most successful techniques were small group work in English and varied problem solving techniques in mathematics. The top four items identified for future training topics were: updating speciality for English teachers, motivating adult learners, questioning techniques, and diagnosing learning problems. (Abstract shortened by UMI.)

**Indexing (document details)**

**Advisor:** Pannu, R. S.  
**School:** University of Alberta (Canada)  
**School Location:** Canada  
**Source:** MAI 30/04, p. 1014, Winter 1992  
**Source type:** Dissertation  
**Subjects:** Teacher education, Adult education, Continuing education, Vocational education  
**Publication Number:** AAT MM64879  
**ISBN:** 9780315648791  
**Document URL:** <http://proquest.umi.com/pqdweb?did=748016181&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 748016181

**Document 26 of 48**

Premont, Susan Barbara (1989). The Principles of Adult Learning Scale: Maximized coefficient alpha and confirmatory factor analysis using LISREL. Ed.D. dissertation, University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8925342).

#### Abstract (Summary)

**Procedures.** This study established the maximized coefficient alpha for the Principles of Adult Learning Scale (PALS), its seven factors, and the 44 individual items using Pepin's formula. Additionally, the factor comparability of the scale was determined using LISREL for data-reduction and hypothesis testing. The subjects for the study were 593 adult education instructors and 809 higher education instructors.

**Results.** The maximized alpha level for the PALS was 0.97 for the adult education instructor group and 0.96 for the higher education instructor group. Satisfactory maximized alpha values were reached for: Factor 1 (Learner-Centered) 0.97 (adult education instructor group) and 0.96 (higher education instructor group); Factor 2 (Personalizing Instruction) 0.93 (adult group) and 0.94 (higher education group); and Factor 3 (Relating to Experience) 0.81 (higher education group)

Maximized alpha levels for each of the 44 items reached the required 0.80 level for both groups. Alpha values ranged from 0.80 to 0.98.

Comparing factor scores of the two groups yielded significant differences for Factor 1 ( $p < .0001$ ), Factor 4, Assessing Student Needs, ( $p < .01$ ), Factor 5, Climate Building, ( $p < .01$ ), and Factor 3 ( $p < .05$ ).

An analysis of variance was conducted on the total PALS scores for the two groups. The procedure yielded a significant difference between the two respondent groups ( $df = 1387$ ,  $F = 28.54$ ,  $p < .0001$ )

**Conclusions.** The PALS is a reliable instrument with a maximized alpha level of 0.96. Only three of the seven factors achieved satisfactory alpha levels in at least one of the respondent groups. The PALS is not population invariant. The adult instructor group ( $M = 144$ ,  $SD = 17.4$ ) and the higher education instructor group ( $M = 129$ ,  $SD = 21.6$ ) were significantly different ( $p < .0001$ ).

#### Indexing (document details)

**Advisor:** Cockriel, Irvin  
**School:** University of Missouri - Columbia  
**School Location:** United States -- Missouri  
**Source:** DAI-A 50/07, p. 1963, Jan 1990  
**Source type:** Dissertation  
**Subjects:** Higher education, Adult education, Continuing education  
**Publication Number:** AAT 8925342  
**Document URL:** <http://proquest.umi.com/pqdweb?did=743988551&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 743988551

---

#### Document 27 of 48

Shedd, Perry Ellis (1989). The use of the Principles of Adult Learning Scale to assess instructional development needs in a community college. Ph.D. dissertation, University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 9010600).

#### Abstract (Summary)

**Purpose.** The purpose of this study was to establish an instructional development correlative profile of the faculty employed by State Fair Community College, assess the degree to which the faculty adheres to the collaborative teaching-learning mode, or

style, and determine if any differences exist between its members in five major educational settings, the on-campus academic program, the on-campus vocational technical program, the Adult Basic Education (ABE) program, the on-campus continuing education program, and the off-campus continuing education program.

Procedure. Of the population of 160 individuals who comprised the total faculty employed in the five educational segments of State Fair Community College, 126 full-time and part-time members participated in this study. The six research hypotheses of the study investigated the effects on Conti's (1978) Principles of Adult Learning Scale of differences among faculty, teaching assignments, and four measures of educational background. Hypothesis 1 was tested using repeated measures analysis of variance. Hypotheses 2 through 6 were tested using one-way analysis of variance.

Findings. The faculty, as a total, scored below the mean on all seven factors of the instrument. The results of testing the six hypotheses of the study indicates that there were significant effects of context and background variables on some, but not all, factors. The factors called Assessing Students Needs, and Personalizing Instructions were particularly sensitive to the independent variables examined. Implications of the study for faculty development are discussed.

#### Indexing (document details)

**Advisor:** Galbraith, Michael  
**School:** University of Missouri - Columbia  
**School Location:** United States -- Missouri  
**Source:** DAI-A 50/11, p. 3456, May 1990  
**Source type:** Dissertation  
**Subjects:** Community colleges, Curricula, Teaching  
**Publication Number:** AAT 9010600  
**Document URL:** <http://proquest.umi.com/pqdweb?did=745321541&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 745321541

---

#### Document 28 of 48

McCann, Robert Thomas (1988). Academic achievement as a function of instructor teaching orientation among nontraditional university students. Ph.D. dissertation, The University of Southern Mississippi, United States -- Mississippi. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8925489).

#### Abstract (Summary)

This study examined the relationship of teaching style and classroom orientation to academic achievement among non-traditional university students. The research sample was composed of 43 volunteer instructors and 75 adult undergraduate students attending classes of the participating instructors. The instructor's teaching style was assessed by the Principles of Adult Learning Scale (PALS). The Learning Orientation-Grade Orientation Scale (LOGO II) was used to measure the relative strength of two different student orientations to the classroom. The student's academic achievement was indicated by end-of-course grade. Multiple linear regression analysis was used to carry out analysis of covariance in order to test the hypotheses in this study at a .05 level of significance.

Findings indicated that a significant difference existed between the academic achievement of students taught by instructors with a learner-centered teaching orientation and the academic achievement of students taught by instructors with a teacher-centered teaching orientation after adjusting for possible differences in ACT composite score and LOGO II score. Results also indicated that after controlling for ACT composite score there was no significant difference between the academic achievement of learning-oriented (LO) and grade-oriented (GO) students, irrespective of the instructor's teaching orientation. Additional findings appeared to support the congruence of teaching orientation to teaching area.

The results of this study support the efficacy of the andragogical model as the most effective approach to fostering adult learning and suggest a need for further research to identify those variables that "explain" the variance of academic achievement among non-traditional university students.

#### Indexing (document details)

**Advisor:** Pierce, W. Lee  
**School:** The University of Southern Mississippi  
**School Location:** United States -- Mississippi  
**Keyword(s):** Nontraditional students  
**Source:** DAI-A 50/08, p. 2353, Feb 1990  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8925489  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744279761&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744279761

---

#### Document 29 of 48

Brooks, Phyllis M. (1988). Perceptions of instructional behaviors among college faculty members and students in a liberal arts college setting. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8900464).

#### Abstract (Summary)

This study examined relationships between liberal arts college faculty and their students as to how they perceived instructional behaviors. The influx of adult students into college led the researcher to examine the extent that college faculty employ adult learning principles in their instructional behaviors. Since little research has been conducted at liberal arts colleges that serve adult student populations concerning the practice of adult learning principles advanced by authorities, this study was determined to have significance.

The sample for this study was volunteer faculty and students from a small private liberal arts college. The college serves both traditional-age and adult students. The study employed the Principles of Adult Learning Scale (PALS) and Adult Learning Principles (ALP) to determine the faculty and student perceptions of instructional behaviors and the faculty practice of adult learning principles.

Three major conclusions were drawn. First, student perception of instructional behaviors were significantly related to faculty perceptions. Assessment by faculty and students placed faculty instructional behaviors in the situational and teacher-centered ranges on the educational orientation scale. None of the faculty instructional behaviors were assessed to be learner centered with regard to the scale.

Second, the study revealed that students were able to rate the desirability of instructional behaviors and express a preference for instructional behaviors different from those observed in their instructors. The preference typically was for more teacher-centered instruction.

Third, faculty perceptions of instructional behaviors and their relationship to specific demographic and personal variables indicated that faculty who had continuing professional education experience were relatively more situational in their instructional behaviors than faculty without those experiences. No significant relationship was found between instructional behaviors and age, sex, level of degree attainment, years of teaching, or teaching area. Finally, through the research an instrument for assessing student perceptions of desirable instructional behaviors ALP was developed, which might be used in additional research of this nature.

#### Indexing (document details)

**School:** Northern Illinois University  
**School Location:** United States -- Illinois  
**Source:** DAI-A 49/12, p. 3586, Jun 1989  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education

**Publication Number:** AAT 8900464

**Document URL:** <http://proquest.umi.com/pqdweb?did=745556271&Fmt=6&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 745556271

#### Document 30 of 48

Mancuso, Susan Karen (1988). Self-directedness, age, and nontraditional higher education. Ed.D. dissertation, University of Washington, United States -- Washington. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8810559).

#### Abstract (Summary)

In everyday life, adults are known to be self-directed learners; yet, when these same adults are in an institution of higher education they tend to be perceived as passive, dependent learners. An underlying reason for the difference in behavior may be linked to the difference in learner involvement in and control of the planning and carrying out of the learning experience. The study was designed to examine the effects of nontraditional colleges and age on self-directedness. Twenty-one classes were randomly selected from one traditional and three nontraditional colleges for a sample of three hundred ninety subjects. A 2 x 4 factorial design was used: factor one was college type (nontraditional vs. traditional) and factor two was age (four age categories). Nontraditional colleges were characterized as student centered, having high use of a variety of pedagogical modes, and having a high degree of student involvement and choice in education. The traditional colleges were characterized as having less emphasis on these educational practices as confirmed by faculty responses on the Principles of Adult Learning Scale. The Self-Directed Learning Readiness Scale (SDLRS) measured student self-directedness at the two college types. Two way ANOVA showed college-type and age to be significant at  $p < .05$  and  $p < .001$ , respectively. Significantly higher scores on the SDLRS were found for students at nontraditional colleges (mean score 240.39) than for students at traditional colleges (mean score 225.83). Students in three age categories (16-24, 25-34, 35-45) had significantly higher scores on the SDLRS in each ascending age group. Adults are self-directed learners in their everyday life, so when an environment is provided that replicates critical features of the everyday life learning environment, similar self-directed behavior results.

#### Indexing (document details)

**Advisor:** Schill, William

**School:** University of Washington

**School Location:** United States -- Washington

**Source:** DAI-A 49/04, p. 699, Oct 1988

**Source type:** Dissertation

**Subjects:** Adult education, Continuing education

**Publication Number:** AAT 8810559

**Document URL:** <http://proquest.umi.com/pqdweb?did=753379321&Fmt=6&clientId=21243&RQT=309&VName=PQD>

**ProQuest document ID:** 753379321

#### Document 31 of 48

Franklin, Joan Elizabeth (1988). The collaborative teaching-learning mode: Adult learning principles and managers of training and development in business. Ph.D. dissertation, Texas Woman's University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8915688).

#### Abstract (Summary)

Using survey research, this investigation examined the degree to which managerial philosophy, age, organizational size, years of formal education, number of years spent teaching adults, and major area of study were associated with training professionals'

acceptance of adult learning principles which support the collaborative teaching-learning mode. The 124 respondents represented a 31% return rate from a random sample of 400 professional members of the national American Society of Training and Development.

Acceptance of adult learning principles supporting the collaborative teaching-learning mode was measured by the Principles of Adult Learning Scale. Theory X or Theory Y orientation was assessed by a five-item, forced-choice questionnaire with reliability of .77 and construct validity of .86. The remaining variables were identified by means of responses to a personal data form.

Six statistical hypotheses were tested at the  $p < .05$  level. Hypothesis 1 was tested through a t-test of independent means; the other five hypotheses were tested through analysis of variance. The null hypothesis dealing with the relationship between Theory X and Theory Y management philosophy and the acceptance of adult learning principles supporting the collaborative teaching-learning mode was rejected ( $t = -3.06$ ;  $p = .003$ ). The null hypothesis concerning the relationship between size of organization where the professional worked and the acceptance of adult learning principles was also rejected ( $f = 3.0208$ ;  $p = .01$ ). The hypothesis for the relationship of number of years spent teaching adults with the professionals' acceptance of adult learning principles was also rejected ( $f = 2.658$ ;  $p = .025$ ). However, the null hypotheses predicting relationships between age, years of formal education, or major area of study with acceptance of the adult learning principles were retained.

It was concluded that Theory X-oriented American Society of Training and Development professionals ( $N = 22$ ) were less likely to employ collaborative instructional techniques than Theory Y-oriented professionals ( $N = 102$ ). Furthermore, American Society of Training and Development professionals in large organizations or those professionals who had many years of teaching experience tended to be more collaborative. These characteristics together form a profile of the trainer most likely to establish an effective HRD program. The professionals' age, formal education and major area of study were not significantly associated with variance in the use of collaborative teaching techniques in an instructional setting.

#### Indexing (document details)

**Advisor:** Roebuck, Flora  
**School:** Texas Woman's University  
**School Location:** United States -- Texas  
**Source:** DAI-A 50/04, p. 852, Oct 1989  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8915688  
**Document URL:** <http://proquest.umi.com/pqdweb?did=746600451&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 746600451

---

#### Document 32 of 48

Freeland, Deborah Kim (1988). The collaborative teaching-learning mode: Health education professors and adult learning principles. Ph.D. dissertation, Texas Woman's University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8827487).

#### Abstract (Summary)

This study investigated the extent of support by health education professors for the principles of adult learning congruent with the collaborative teaching-learning mode as measured by Conti's Principles of Adult Learning Scale. The independent variables included: (1) The Principles of Adult Learning Scale (2) Philosophical Orientation (3) Current academic rank (4) Gender (5) Teaching Strategy (6) Number of adult education courses or workshops (7) Future viability of adult education

Systematic random sampling identified a national sample of 400 university or college professors of health education. The usable responses consisted of 203 respondents, mostly male of full professor rank teaching a combination of graduates and undergraduates from various disciplines.

Seven null hypotheses were tested in this study. The results were: (1) A Z-test indicated that health education professors scored significantly lower on the scale than did the previously normed population. (2) Analysis of Variance detected significant differences among philosophically oriented groups of idealist, realist, and pragmatist. (3) Analysis of Variance detected differences among

teaching strategy and the total scale score. Those favoring a more collaborative method of instruction scored higher than those utilizing a more teacher-centered approach. (4) A T-test for independent means found no significant difference between gender and total scale score. (5) Analysis of Variance detected no significant difference among groups differentiated by academic rank. (6) A Z-test found that a significant portion of the respondents had some amount of training in adult education. (7) A Chi-square test found that a significant portion of the respondents viewed adult education as a viable future need.

#### Indexing (document details)

**School:** Texas Woman's University  
**School Location:** United States -- Texas  
**Source:** DAI-A 49/10, p. 2895, Apr 1989  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Health education  
**Publication Number:** AAT 8827487  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744996471&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744996471

---

#### Document 33 of 48

Graham, Sandra Louise Rafferty (1988). The collaborative mode, selected community college instructor characteristics, and student retention. Ed.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8822381).

#### Abstract (Summary)

The purpose of this study was to examine the relationship between instructor characteristics and adult student retention. Selected instructors and students in two northern Illinois community colleges who were participating in credit classes served as the sample. The Principles of Adult Learning Scale, designed by Gary Conti in 1979, was used to measure instructors' support for the collaborative learning mode, the mode that shares the responsibility for the class between the teacher and the learner. Selected demographic characteristics were examined for possible relationships. Retention was measured from the 10th day until midterm, from midterm until the end of the class, and from the 10th day until the end of the class.

The results indicate that teachers who support teacher control retain significantly more adult students in the first half of the class, while teachers who support more learner control retain more students in the last half of the class. Also, the study of the demographic variables indicates that they are more important to adult student retention in the second half of the class.

Therefore, to retain the maximum number of adult students, teacher behavior must be modified with regard to the collaborative mode as the class proceeds. The instructor can make a difference in adult student retention in credit classes in the community college.

#### Indexing (document details)

**School:** Northern Illinois University  
**School Location:** United States -- Illinois  
**Source:** DAI-A 49/10, p. 2895, Apr 1989  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education, Community colleges  
**Publication Number:** AAT 8822381  
**Document URL:** <http://proquest.umi.com/pqdweb?did=744992481&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 744992481

---

**Document 34 of 48**

Farney, Harriet Feldman (1987). An analysis of the relationship between adult education training and the orientation to an andragogical philosophy of education in HRD professionals. Ph.D. dissertation, The University of Connecticut, United States -- Connecticut. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8811734).

**Abstract (Summary)**

Increasing evidence supports the need for educators to apply andragogical methods of teaching to adult learners. A theoretical rationale for effective teaching of adults comes from Knowles' theory of andragogy and other literature on adult education. However, few empirical studies have focused upon how an andragogical philosophy of education is developed in a Human Resource Development (HRD) professional.

It was the purpose of this study to address the following questions: (1) How prevalent is an orientation toward an andragogical philosophy of education in HRD professionals? (2) What is the relationship between an andragogical philosophy of education and selected factors? and (3) What factors do a selected group of HRD professionals report as being most important in establishing their andragogical philosophy? One hypothesis and two research questions were framed to answer these questions.

Orientation toward an andragogical philosophy of education was assessed using a 45 statement survey, The Principles of Adult Learning Scale (Offill, 1981). This survey was sent to all 618 Connecticut members of the American Society of Training and Development. The findings indicated that a significant relationship existed between HRD professionals' scores on the Scale and the following factors: highest educational level; type of college degree; the number of noncredit adult education courses taken; total years spent as an educator in any setting; number of years spent in a nonschool setting; and gender of the respondent. There was no significant difference between HRD professionals' scores on the Scale and the following factors: number of graduate education courses taken; whether their primary function was one of teacher, administrator or both; and the occupational setting of the respondent.

The study has implications for recruiters of HRD professionals. The study also suggests areas for further research.

**Indexing (document details)**

**School:** The University of Connecticut  
**School Location:** United States -- Connecticut  
**Source:** DAI-A 49/05, p. 1039, Nov 1988  
**Source type:** Dissertation  
**Subjects:** Business education, Adult education, Continuing education, Management  
**Publication Number:** AAT 8811734  
**Document URL:** <http://proquest.umi.com/pqdweb?did=753738361&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 753738361

---

**Document 35 of 48**

McKenzie, Patricia Mae (1987). Associate degree nursing programs in Texas: A survey of the instructors' teaching style and the schools' licensure examination results. Ed.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8808857).

**Abstract (Summary)**

The purpose of this study was to investigate the performance of first-time candidates on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and the team of nursing instructors practicing selected principles of adult learning in the respective nursing schools. The Principles of Adult Learning Scale (PALS) was used to measure the degree to which the nursing instructors practiced selected adult education learning principles congruent with the collaborative teaching-



learning mode. PALS yields a total score and scores for seven factors which compose the elements of the collaborative mode and operationalize them. These factors are: Learner Centered Activities, Personalizing Instructions, Relating to Experience, Assessing Student Needs, Climate Building, Participation in the Learning Process, and Flexibility for Personal Development. The study involved 36 (90%) associate degree nursing schools in Texas which were accredited by the Board of Nurse Examiners for the State of Texas. According to PALS, the 150 (63.3%) nursing instructors in the sample supported a non-collaborative (teacher-centered) mode of instruction. Further, a descriptive profile of the nursing instructors and the nursing schools was developed.

Analysis of variance was used to examine the instructors' teaching style and the schools' percentage pass-rate based on the scores attained by the first-time candidates. The percentage pass-rates were assigned to three categories. The analysis of the data in this study did not reveal any significant difference between the instructors' mode of teaching and the three categories. Additionally, the data suggested that there were both teacher-centered (non-collaborative) and learner-centered (collaborative) modes of instruction in the nursing schools irrespective of the schools' category for the percentage pass-rate. The teaching style findings were generally incongruent with the adult literature base supporting the collaborative mode for adult learners, as identified by PALS.

#### Indexing (document details)

**Advisor:** Stone, Barbara  
**School:** Texas A&M University  
**School Location:** United States -- Texas  
**Source:** DAI-B 49/04, p. 1091, Oct 1988  
**Source type:** Dissertation  
**Subjects:** Nursing  
**Publication Number:** AAT 8808857  
**Document URL:** <http://proquest.umi.com/pqdweb?did=753400821&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 753400821

---

#### Document 36 of 48

LUCAS, MARTHA MONTEEN (1987). COLLABORATIVE ADULT LEARNING PRINCIPLES IN BACCALAUREATE COMMUNITY HEALTH EDUCATION CURRICULA. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8802108).

#### Abstract (Summary)

The purpose of this study was to determine if adult learning principles congruent with the collaborative teaching-learning mode were incorporated in baccalaureate community health education curricula and to determine if students demonstrated differential ability to apply the principles. The collaborative mode is the approach considered most effective for teaching adults, the largest consumers of community health education.

The sample, 353 students pursuing baccalaureate degrees in community health education, were enrolled in 46 programs from which 96 community health education faculty completed curriculum questionnaires. These questionnaires were designed to collect data about curricula preparing students as entry-level health educators in community settings. Seventy-eight percent of the students were between 19 and 25 years of age; the remaining 22% were 26 to  $\geq$  45 years old. Eighty percent of the students were female and 20% male.

The data obtained from the curriculum questionnaires were analyzed using a one way chi-square. The obtained chi-square (df, 5,  $p = .05$ ) values were significant for each of the 35 items in the curriculum questionnaire.

The Principles of Adult Learning Scale (PALS) was used to assess the degree to which the students demonstrated ability to apply the specified adult learning principles. The total PALS score can be fractionated into seven factors. The eight PALS scores were the criterion variables in the study. Correlations among the variables were obtained. The correlation coefficients ranged from 0.00 to .74. A correlation of  $r \geq .113$  or higher was needed for significance at the .05 level.

Multivariate analysis of variance (MANOVA) was employed to test the hypothesis of no significant difference between three groups. The Wilks' Lambda Criterion  $F(14,688) = 1.78$ ,  $p = 0.0377$  was used to judge the results of the MANOVA tests, and the  $F$

approximation was significant. Follow-up simultaneous confidence intervals did not differ at the .05 level with respect to the independent variable.

The following conclusions were reached: (1) The baccalaureate community health education curricula were divergent. (2) Faculty judgements about adult learning principles were not corroborated by students' ability to apply principles congruent with the collaborative mode. (3) The three groups of students were different with respect to their ability to apply collaborative adult learning principles. (4) The eight scores from PALS are essentially independent of one another.

#### Indexing (document details)

**School:** Texas A&M University  
**School Location:** United States -- Texas  
**Source:** DAI-A 48/12, p. 3056, Jun 1988  
**Source type:** Dissertation  
**Subjects:** Health education, Adult education, Continuing education  
**Publication Number:** AAT 8802108  
**Document URL:** <http://proquest.umi.com/pqdweb?did=752323161&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 752323161

---

#### Document 37 of 48

SCOTNEY, DOUGLAS WAYNE (1986). AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE LEVEL OF KNOWLEDGE AND UNDERSTANDING OF THE COLLABORATIVE TEACHING-LEARNING MODE AND TEACHING PRACTICES IN THE CLASSROOM (PART-TIME TEACHER, CONTINUING EDUCATION). Ph.D. dissertation, University of Oregon, United States -- Oregon. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8629584).

#### Abstract (Summary)

This study was directed at two major purposes: (1) to compare the degree of identification with the collaborative mode of adult instruction expressed by part-time teachers of credit-free courses at the Lethbridge Community College with that of a comparative population of adult educators; and (2) to examine the relationship between identification with the collaborative mode by these part-time teachers and their classroom verbal behavior and student assessment of their instruction. Relationships between selected personal variables and the degree of identification with the collaborative mode were also assessed.

The population for the study consisted of part-time teachers of credit-free courses at the Lethbridge Community College, many of whom are recruited from the community.

The degree of identification with the collaborative teaching-learning mode was measured by the Principles of Adult Learning Scale (PALS) developed by Conti. The PALS yields a total score and seven factor scores. Classroom verbal behavior was observed by the researcher and recorded using the Flanders Interaction Analysis Categories (FIAC). The three ratios--Teacher Response Ratio, Teacher Question Ratio, and Pupil Initiation Ratio were calculated and provided the statistical analysis of relationship to identification with the collaborative mode. The instrument for student assessment of instruction was developed by the researcher.

The findings of this study indicated that the 49 part-time teachers in the sample were significantly different from the comparative group based on PALS total scores. These teachers viewed themselves as less supportive of the collaborative mode than did the comparative group with the exception of factor 1, Learner-Centered Activities, where the part-time teachers scored significantly higher than the comparative group. There was no significant relationship between their total score on the PALS and their observed verbal behaviors with the exception of factor 1, Learner-Centered Activities, where a low but significant relationship with each of the three FIAC ratio scores was evident. There was no significant relationship between student assessment and PALS with the exception of factor 5, Climate Building, which was expressed as a moderate positive correlation. Female and younger part-time teachers of credit-free courses identified more strongly with the collaborative mode.

#### Indexing (document details)

**School:** University of Oregon

**School Location:** United States -- Oregon  
**Source:** DAI-A 47/10, p. 3637, Apr 1987  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8629584  
**Document URL:** <http://proquest.umi.com/pqdweb?did=751472661&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 751472661

## Document 38 of 48

CLANCY, CATHERINE ANN (1986). AN INVESTIGATION OF THE USE OF THE COLLABORATIVE TEACHING-LEARNING MODE BY GRADUATE SOCIAL WORK FIELD INSTRUCTORS. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8614942).

### Abstract (Summary)

The purpose of this study was to determine the degree to which graduate social work field instructors adhere to the adult education learning principles that are congruent with the collaborative teaching-learning mode. Further, a descriptive demographic profile of the field instructors in the study population was developed, and the relationship between adherence to the adult education learning principles and selected demographic variables was examined.

The population for the study was all of the 402 field instructors for the 1984-1985 academic year from the four Council on Social Work Education accredited graduate schools of social work in the state of Texas. The Principles of Adult Learning Scale (PALS) was used to measure the degree to which the graduate social work field instructors adhere to the adult education learning principles congruent with the collaborative teaching-learning mode. PALS yields a total score and scores for seven factors which compose the elements of the collaborative mode and operationalize them. These factors are: Learner-Centered Activities; Personalizing Instruction; Relating to Experience; Assessing Student Needs; Climate Building; Participation in the Learning Process; and Flexibility for Personal Development. Each field instructor also provided selected demographic data.

Within the delimitations of the study and based on the results, the following conclusions are justified: (1) The graduate social work field instructors adhered to the adult education learning principles that are congruent with the collaborative teaching-learning mode. (2) The graduate social work field instructors adhered to five of the seven factors inherent in the collaborative teaching-learning mode. (3) No practical relationships were found between mean scores for total PALS score and groups established by selected demographic variables. (4) No practical relationships were found between mean scores for any of the factor scores on PALS and groups established by selected demographic variables.

Since the field instructors' adherence to the adult education learning principles that are congruent with the collaborative teaching-learning mode was established but was not related to the demographic variables, another possible explanation for such adherence was offered by discussing the similarities between social work and adult education.

### Indexing (document details)

**School:** Texas A&M University  
**School Location:** United States -- Texas  
**Source:** DAI-A 47/04, p. 1198, Oct 1986  
**Source type:** Dissertation  
**Subjects:** Health education  
**Publication Number:** AAT 8614942  
**Document URL:** <http://proquest.umi.com/pqdweb?did=753681591&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 753681591

---

**Document 39 of 48**

CLOW, THERESA LEA (1986). DIFFERENCE BETWEEN TEACHER PROFESSED COLLABORATIVE TEACHING MODE AND ADULT STUDENT PERCEPTION OF COLLABORATIVE TEACHING MODE. Ph.D. dissertation, University of Missouri - Columbia, United States -- Missouri. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8701371).

**Abstract (Summary)**

**Statement of Problem.** The problem defined for this study was to examine the teacher-learner transaction in order to ascertain whether a difference existed between teacher professed collaborative teaching mode and adult student perception of collaborative teaching mode.

The study was designed to answer the following research question: (1) Does a difference exist between teacher professed collaborative teaching mode and adult student perception of collaborative teaching mode?

**Method.** The population consisted of all faculty and adult students in the Evening College, Columbia, Missouri since the Evening College began in 1975. A time sample of forty-two (42) faculty and five hundred eighteen (518) adult students was designated for this research. Specifically, thirty-six (36) faculty and their thirty-six (36) classes of adult students were represented in this time sample.

The Principles of Adult Learning Scale (PALS) was administered to faculty in the Evening College and the adapted version of the Principles of Adult Learning Scale (APALS) was administered to the adult students. Each responding teacher's score on PALS was compared with the mean of their students' scores on the APALS. A one-way analysis of variance (ANOVA) was computed.

**Findings.** A significant difference was found between teacher professed collaborative teaching mode and adult student perception of mode. A one-way analysis of variance (ANOVA) revealed a computed F value of 15.565 compared with the critical value of F at 3.98 at the .05 level of confidence. The computed F value was statistically significant and the null hypothesis was rejected.

**Conclusions.** Teacher professed collaborative teaching mode was found to differ from adult student perception of collaborative mode as measured by the Principles of Adult Learning Scale (PALS) and the Adapted Principles of Adult Learning Scale (APALS). It was concluded that this difference was sufficient to warrant further examination of the teacher-learner transaction in terms of teacher professed collaborative teaching mode and adult student perception of collaborative teaching mode.

**Indexing (document details)**

**School:** University of Missouri - Columbia  
**School Location:** United States -- Missouri  
**Source:** DAI-A 47/10, p. 3634, Apr 1987  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8701371  
**Document URL:** <http://proquest.umi.com/pqdweb?did=751476241&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 751476241

---

**Document 40 of 48**

WILEY, LINDA JOAN (1986). THE EFFECT OF TEACHING STYLE ON THE DEVELOPMENT OF MORAL JUDGMENT IN PRISON INMATES (TEXAS). Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8707491).

**Abstract (Summary)**

The responsibilities of correctional education must extend beyond the cognitive domain of reach into the affective domain as well, specifically the realm of moral reasoning, if offenders are to be successfully reintegrated into society. However, adding a moral education component to the curriculum can be costly and ineffective. The purpose of this study was to determine if teaching style alone, independent of a moral education curriculum, can produce significant growth in moral development.

Teachers were selected from the Windham School System, which serves the Texas Department of Corrections. The inmate sample was comprised of students in those teachers' classes.

Teaching style was determined by response to the Principles of Adult Learning Scale (PALS), which measures inclination toward a pedagogical or andragogical teaching style. Students in the selected classes were given the Ethical Reasoning Inventory, which measures moral development according to Kohlberg's stages, in a pretest/posttest format. The interval between tests was set at 14 weeks. Certain demographics of the inmates were also included in order to determine the effect of these factors on moral development and to compare this effect to existing research.

Frequency distributions of PALS scores and demographics were tabulated to establish categories for statistical analysis. Analysis of covariance was used to determine the effect of teaching style and demographic factors on moral development, using pretest scores as a covariate.

Analysis of the data indicated that an andragogical teaching style does promote the development of moral judgment in prison inmates. No demographic factor produced significant results. This information can be used to provide an alternative to moral education programs. Through inservice training teachers can be encouraged to adapt a more learner-centered approach to teaching as a method for promoting moral growth.

**Indexing (document details)**

**School:** Texas A&M University  
**School Location:** United States -- Texas  
**Source:** DAI-A 47/12, p. 4270, Jun 1987  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8707491  
**Document URL:** <http://proquest.umi.com/pqdweb?did=752287871&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 752287871

**Document 41 of 48**

DEMING, MARIETTA L. (1986). THE USE OF THE COLLABORATIVE TEACHING-LEARNING MODE IN HOSPITAL-BASED COMMUNITY HEALTH EDUCATION PROGRAMS. Ph.D. dissertation, The University of Toledo, United States -- Ohio.  
 Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8708649).

**Abstract (Summary)**

This study investigated the extent of support by the providers of hospital-based community health education programs for the principles of adult learning congruent with the collaborative teaching-learning mode as measured by the Principles of Adult Learning Scale (PALS). The independent variables included: (a) the program conducted, (b) the educational-professional background of the provider, (c) the gender of the provider, (d) the source of funding for the program, (e) the source of administrative control for the hospital, and (f) the geographical region in which the hospital is located. The study subjects were the providers of stress management, smoking cessation, and weight control programs.

The population from which the respondents were drawn included all nonfederal, general, medical-surgical hospitals with 200 or more short-term beds, that offer health promotion programs. The instrument was sent to 200 hospitals selected by systematic random sampling. Responses were received from 110 hospitals: 88 hospitals returned the instrument, 12 hospitals did not offer the programs, 10 hospitals conducted the programs but no instruments were returned. There were 158 usable responses received from the 88 hospitals.

The analysis of variance findings indicated that a significant relationship did not exist between support for collaborative teaching-learning and geographical region, source of administrative control, or source of funding. A significant difference did exist between the providers of stress management programs and providers of smoking cessation and weight control programs. The providers of stress management programs are more supportive of collaborative teaching-learning.

Significant relationships did exist between support for some factors that constitute collaborative teaching-learning and: the program offered, the educational-professional background, and the gender. No significant interaction between educational-professional background and program was found.

The PALS mean scores were compared to the normative mean scores. No significant difference was found between all program providers and the normative group, although a significant difference was found between the providers of stress management and the normative group. Providers with no degree or a non-nursing associate degree differed significantly from the normative group.

#### Indexing (document details)

**School:** The University of Toledo  
**School Location:** United States -- Ohio  
**Source:** DAI-A 47/12, p. 4294, Jun 1987  
**Source type:** Dissertation  
**Subjects:** Health education  
**Publication Number:** AAT 8708649  
**Document URL:** <http://proquest.umi.com/pqdweb?did=752286821&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 752286821

---

#### Document 42 of 48

SANTUCCI, MARY ANN (1985). COLLABORATIVE TEACHING IN DEGREE COMPLETION BACCALAUREATE PROGRAMS FOR REGISTERED NURSES. *Educational Dissertation*, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8524750).

#### Abstract (Summary)

This study investigated a sample of 64 nurse educators in 17 randomly selected Degree-Completion Baccalaureate Nursing Programs in the United States. Adhering to an ex post facto design, the investigation examined the relationship between the independent variables of age, years of teaching experience, educational background, written philosophy of teaching-learning and the dependent variable of acceptance and support of adult learning principles by nurse educators.

The dependent variable of acceptance and practice of adult learning principles which support the collaborative teaching-learning mode was measured by the Principles of Adult Learning Scale.

The independent variable of written philosophy was quantified by a content analysis procedure. The remaining independent variables were measured by means of responses to a personal data form designed by the investigator.

Four statistical hypotheses were formulated and tested using the Spearman rank-order correlation coefficient. A mean, standard deviation, and range were computed for the responses to the Principles of Adult Learning Scale.

The significance level for rejecting the tested null hypotheses was set at 0.05. This investigation accepted all four null hypotheses. The results suggest that nurse educators' support of the collaborative teaching-learning mode is not related to their formal education. Nurse educators' support of the collaborative teaching-learning mode is not related to chronological age or to years of teaching experience. Findings suggested that nurse educators' support of the collaborative teaching-learning mode is not related to the school's philosophy of teaching-learning.

#### Indexing (document details)

**School:** Northern Illinois University

**School Location:** United States -- Illinois  
**Source:** DAI-A 46/09, p. 2613, Mar 1986  
**Source type:** Dissertation  
**Subjects:** Educational theory, Nursing  
**Publication Number:** AAT 8524750  
**Document URL:** <http://proquest.umi.com/pqdweb?did=749520791&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 749520791

**Document 43 of 48**

BUCKHANNON WELBORN, RUTH ANN (1985). THE RELATIONSHIP OF LEARNING AND TEACHING STYLES TO ACHIEVEMENT AMONG NONTRADITIONAL HEALTH PROFESSIONAL STUDENTS. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8605234).

**Abstract (Summary)**

This study investigated the relationship of learning style and teaching style to student academic achievement among non-traditional health professions in credit continuing education classes. It involved 256 adult students in undergraduate and graduate health profession classes offered in the evening and at off-campus sites. The student's learning style was measured by the Canfield Learning Style Inventory. The teaching style of the 18 instructors teaching these courses was measured by the Principles of Adult Learning Scale. Student achievement was indicated by the student's final course grade. Individual differences in student academic ability was adjusted for by using the student's overall grade point average as a covariant.

Analysis of covariance was used to examine the relationship of learning style to student achievement, teaching style to achievement, and the interaction of learning and teaching styles with achievement. In the area of learning style, achievement was greatest among those health professionals 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 and who expected to do well in an academic setting. Teaching style produced highly significant differences in the amount of student achievement. While student achievement was above average for all teachers who practiced a highly consistent style, the greatest achievement was among the students of the teachers who practiced the collaborative mode that is suggested in the adult education literature but who slightly modified it.

The study advances the adult education knowledge base on learning styles and teaching styles by examining student achievement in a specific adult learning situation. The failure of dominant mode to produce a difference and the nonsignificant findings of many elements of learning style could indicate that more needs to be done than just measure learning styles. To affect learning, students may need to be informed of their style and information provided to help them capitalize on their learning strengths and develop their weak areas. The teaching style findings are generally congruent with the adult education literature base and support Knowles argument that the teacher is the most important variable influencing the nature of the learning climate. (Abstract shortened with permission of author.)

**Indexing (document details)**

**School:** Texas A&M University  
**School Location:** United States -- Texas  
**Source:** DAI-A 47/02, p. 385, Aug 1986  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8605234  
**Document URL:** <http://proquest.umi.com/pqdweb?did=752976941&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 752976941

---

**Document 44 of 48**

JONES, MARTHA JANE EVERMAN (1984). THE EFFECTS OF TEACHING MODES ON THE ACADEMIC GAIN OF CENTRAL STREAM SECONDARY MIGRANT STUDENTS OF TEXAS. Ph.D. dissertation, Texas A&M University, United States -- Texas. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8428771).

**Abstract (Summary)**

The purpose of this study was to determine whether and to what extent teaching style or mode affected the academic gain of secondary migrant students in subject areas of reading, mathematics, and English. The Principles of Adult Learning Scale (PALS) was used to determine the preferred teaching mode. According to PALS, teachers in the sample supported a non-collaborative (teacher-centered) mode of instruction.

Student gains were measured by a pretest design with the Tests of Adult Basic Education (TABE) in areas of reading, mathematics and English. The analysis of the data in this study did not reveal any significant relationships or effects between the teachers' mode of instruction and the students' academic gain. Additionally, there were no significant correlations between age, grade, sex, and student academic gains.

**Indexing (document details)**

**School:** Texas A&M University  
**School Location:** United States -- Texas  
**Source:** DAI-A 45/10, p. 3084, Apr 1985  
**Source type:** Dissertation  
**Subjects:** Bilingual education, Multicultural education  
**Publication Number:** AAT 8428771  
**Document URL:** <http://proquest.umi.com/pqdweb?did=751358441&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 751358441

---

**Document 45 of 48**

DOUGLASS, JOHN F. (1982). AN ANALYSIS OF THE RELATIONSHIP BETWEEN PROFESSIONAL TRAINING IN ADULT EDUCATION AND ORIENTATION TO THE COLLABORATIVE TEACHING-LEARNING MODE IN WASHINGTON STATE HOSPITALS AND THE WASHINGTON STATE COOPERATIVE EXTENSION SERVICE. Educat.D. dissertation, Indiana University, United States -- Indiana. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8303946).

**Abstract (Summary)**

The question to be answered by this study was: Does a relationship exist between professional training in adult education and the educator's orientation toward the collaborative teaching-learning mode as defined by Conti's Principles of Adult Learning Scale (PALS); and, does a relationship exist between institutional base and the educator's orientation toward the collaborative teaching-learning mode as defined by Conti's Principles of Adult Learning Scale (PALS)?

The populations considered in this study were hospital-based educators and Cooperative Extension educators in Washington State. Sample respondents were requested to complete the Principles of Adult Learning Scale (PALS), a 44-item summated rating scale that measures the educator's orientation toward the collaborative teaching-learning mode, and a Personal Data Sheet which elicited information regarding the educational background of the respondents. Total response, out of a sample of 280, was 204, or 73 percent.



Training in adult education was defined as three or more graduate courses in adult education. The data were examined for significance at the .05 level of confidence by means of a two-way analysis of variance using the SPSS MANOVA procedure.

Based on the data analysis, it was determined that a significant relationship does exist between professional training in adult education and the educator's orientation toward the collaborative teaching-learning mode. This determination was based on the finding that there was a significant difference between the PALS scores of hospital-based and Cooperative Extension educators with training and the PALS scores of those without training in adult education.

It was determined that a significant relationship does not exist between institutional base and the educator's orientation toward the collaborative teaching-learning mode. This determination was based on the finding that there was no significant difference between the PALS scores of hospital-based educators and the PALS scores of Cooperative Extension educators.

The determinations were also supported by the finding that there was not a significant interaction between the effects of training in adult education and the institutional base of the educator.

Based on the above findings, the writer concluded that hospital-based and Cooperative Extension educators had a significantly more positive orientation toward the collaborative teaching-learning mode, as measured by Conti's Principles of Adult Learning Scale (PALS), if they had professional training in adult education, defined as three or more graduate courses.

#### Indexing (document details)

**School:** Indiana University  
**School Location:** United States -- Indiana  
**Source:** DAI-A 43/09, p. 2855, Mar 1983  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8303946  
**Document URL:** <http://proquest.umi.com/pqdweb?did=749353051&Fmt=6&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 749353051

---

#### Document 46 of 48

MORRIS, LIBBY VASSAR (1982). A STUDY OF PERCEIVED TEACHING EFFECTIVENESS IN THE NORTH CAROLINA ELDERHOSTEL PROGRAM. Ph.D. dissertation, The University of North Carolina at Chapel Hill, United States -- North Carolina. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8222882).

#### Abstract (Summary)

The purpose of this study was to investigate the question: What characteristics, attitudes, and behaviors of an instructor are related to teaching effectiveness as perceived by the older adult student? One thousand-twenty older adults and 43 instructors involved in Elderhostel, a residential, noncredit educational program for adults over 60, participated in this study. Instructors completed South's Role Orientation scale, Conti's Principles of Adult Learning Scale, and Kogan's Old People scale to assess their orientation toward teaching, their concurrence with and application of the Principles of Adult Learning, and their attitude toward older adults. The older adults evaluated the instructor with the Perceived Teaching Effectiveness scale. Demographic data were also collected.

Thirty-nine hypotheses were developed, and the three principle hypotheses proposed the following: (1) instructors who are student-oriented as opposed to content-oriented in their role orientation would be perceived as more effective instructors; (2) instructors who are more positive as opposed to negative in their attitude toward older adults would be perceived as more effective instructors; and (3) instructors who are high as opposed to low on concurrence with and application of the principles of adult learning would be perceived as more effective instructors. None of the three hypotheses was found to be significant at the .05 level. On each of the three scales--RO, PAL, and OP--the instructors' group mean was 4.0 or higher on a six-point scale. On the Perceived Teaching Effectiveness scale, completed by the older adults, the instructors' averaged 5.3 on a six-point scale.

Although the three principle hypotheses were not found to be significant, it was concluded that a student-orientation in teaching, a positive attitude toward older adults, and the concurrence with and application of the principles of adult education is important to

being perceived as an effective instructor because all of the instructors did hold these orientations and they were perceived as very effective. It was concluded that the overall high scores on the four instruments contributed to the lack of a significant relationship being established for the three hypotheses.

#### Indexing (document details)

**School:** The University of North Carolina at Chapel Hill  
**School Location:** United States -- North Carolina  
**Source:** DAI-A 43/05, p. 1391, Nov 1982  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8222882  
**Document URL:** <http://proquest.umi.com/pqdweb?did=753514741&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 753514741

---

#### Document 47 of 48

PEARSON, THOMAS GEORGE (1980). MANAGERIAL PHILOSOPHY AND ADULT LEARNING PRINCIPLES: TRAINING AND DEVELOPMENT PROFESSIONALS AS MANAGERS OF COLLABORATIVE LEARNING. Educat.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 8111574).

#### Abstract (Summary)

This study investigated a sample of 99 training and development professionals who were members of the American Society for Training and Development as managers of collaborative learning. Adhering to an ex post facto design, the investigation examined the degree to which several independent variables including managerial beliefs, age, years of formal education, and organization size affected ASTD professionals' acceptance and practice of adult learning principles which support the collaborative teaching-learning mode.

The dependent variable of acceptance and practice of adult learning principles supporting the collaborative teaching-learning mode was measured by the Principles of Adult Learning Scale. The independent variable of managerial philosophy or Theory X/Theory Y orientation among ASTD professionals was measured using the Managerial Philosophies Scale. The remaining independent variables were measured by means of responses to a personal data form designed by the investigator.

Factor analyses performed on the two standardized instruments indicated that both were multifactorial and lacking in homogeneity among the study sample. Results of a series of Cronbach-Alpha analyses, however, showed sufficiently strong reliability and internal consistency in both instruments to permit the use of all test items and total scores in later correlational procedures.

Four statistical hypotheses were formulated and tested using Pearson Product Moment correlations. Each of these hypotheses dealt with a predicted linear relationship between the dependent variable and each of the four independent variables. Rejection or acceptance of the statistical hypotheses was determined at the .05 level of significance.

The research hypothesis dealing with the relationship between Theory X and Theory Y management beliefs and acceptance and practice of adult learning principles supporting the collaborative teaching-learning mode among ASTD professionals was confirmed ( $p < .05$ ). The research hypothesis concerning the relationship between years of formal education and acceptance and practice of adult learning principles supporting the collaborative teaching-learning mode among ASTD professionals was also confirmed ( $p < .05$ ). However, the hypotheses predicting relationships between age, organization size and acceptance and practice of adult learning principles supporting the collaborative teaching-learning mode were not confirmed.

A fifth research hypothesis dealt with the relationship between the combined effects of managerial philosophy, years of formal education, age, organization size, and acceptance and practice of adult learning principles supporting the collaborative teaching-learning mode among ASTD professionals. Tested within a multiple correlation context, the hypothesis was confirmed ( $p < .05$ ).

Results of the study indicated that Theory X oriented ASTD professionals were less likely to employ collaborative instructional

techniques than Theory Y oriented professionals. This seemed to concur with McGregor's original theories. Since the collaborative teaching-learning mode calls for considerable learner involvement and freedom from instructor dominance, a Theory Y oriented ASTD professional would be more likely to support this mode than one who tended to espouse Theory X assumptions. In addition, it was found that ASTD professionals having more formal education tended to be more collaborative, while less educated ASTD professionals seemed to be less collaborative in an instructional setting. Other results from the factor analyses indicated that the instruments used did not reflect clearly defined, valid constructs of collaborativeness/noncollaborativeness and Theory X/Theory Y.

**Indexing (document details)**

**School:** Northern Illinois University  
**School Location:** United States -- Illinois  
**Source:** DAI-A 41/12, p. 4937, Jun 1981  
**Source type:** Dissertation  
**Subjects:** Adult education, Continuing education  
**Publication Number:** AAT 8111574  
**Document URL:** <http://proquest.umi.com/pqdweb?did=751975121&Fmt=2&clientId=21243&RQT=309&VName=PQD>  
**ProQuest document ID:** 751975121

---

**Document 48 of 48**

CONTI, GARY JOSEPH (1978). PRINCIPLES OF ADULT LEARNING SCALE: AN INSTRUMENT FOR MEASURING TEACHER BEHAVIOR RELATED TO THE COLLABORATIVE TEACHING-LEARNING MODE. Educat.D. dissertation, Northern Illinois University, United States -- Illinois. Retrieved March 21, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 7912479).

Document URL: <http://proquest.umi.com/pqdweb?did=758591121&Fmt=6&clientId=21243&RQT=309&VName=PQD>

---

Copyright © 2008 ProQuest LLC. All rights reserved. [Terms & Conditions](#)



Please do not reply directly to this email. Use the following link to contact ProQuest : <http://www.proquest.com/division/cs-support.shtml>