

Promoting Safe Classroom Communities: Strategies that Help Adult Learners Thrive in In-Person Classes After Having Experienced a Pandemic

Presenter: Javier Marquez

April 9, 2022

Session Ground Rules



Mark your attendance with your name in the Zoom chat.



Throughout the session, please make sure to mute yourself.



There is a question/answer section at the end of the session.

Session Objectives

This presentation is intended for teachers that are working in an in-person setting with adult learners. The presentation will provide a background on working with adult learners who have experienced trauma and identify strategies that help establish safe learning environments for optimal learning experiences.

In this session, the session attendee will:

1. Identify and discern several signs of adult learner trauma.
2. Establish three strategies for supporting adult learners in-person through safe learning communities.

Background on Trauma and adult learning



What is your understanding of the impact of trauma on adult learning?

After the recent pandemic, do you feel our students can come back to in-person classes with the same disposition to learn as pre-pandemic?

Background on Trauma and adult learning- What we know...



Trauma and traumatic events impact the neurological processes in the brain (Wilson, 2020)



Students in constant hyperarousal states find it challenging to retain information often associating it to an inability to “learn” (Perry, 2006)



Adults who do not feel self-competent to learn in an academic environment are not motivated to persist (O’Neill and Thomson, 2013)

Background on Trauma and adult learning- What is suggested...

A trauma-informed approach to instruction seeks to establish five foundational pillars that help create safe learning environments (Carello and Butler, 2014):



The educator should-

Ensure safety!

Establish trustworthiness!

Maximize choice!

Maximize collaboration!

Prioritize empowerment!

Routines to build self- directed learners

“...Students have reported to me that knowing the lesson content beforehand, and a teacher’s use of simple scaffolding techniques such as pre-teaching vocabulary before a reading, reduces their stress and makes learning easier”
(Wilson, 2020)

Strategy #1: Build routines into lessons that enable adult learners to focus on learning.

Routines to build self- directed learners

Morning warm-ups helps students review important information from the week prior and establishes the expectation upon arriving to class.

Let's Review Information from Last Week



Last week, we covered the following information:

- Review of affirmative, negative, question verbs
- Places in the community
- Prepositions to describe locations of places in the community

Now, let's review in short warm up:

- Go to **Remind** and click on the link for **The warmup practice**

Let's check out a [warmup...](#)

Routines to build self- directed learners



Exit tickets help students and teachers gauge the learning that is happening in the class.

Students become aware when learning begins and ends through these forms.

Let's take a look...



Routines to build self-directed learners

My Class Reflection & Homework Log

March 26, 2022

My name is Maria Melendez

1. How was today's lesson? (circle one)



Very Good

Ok but I was a little confused

I did not learn today

Please explain: because the teacher always explain very good.

2. How do I feel about the Unit Review Test?

Excellent

Good

Okay

Need more practice

3. Use *how*, *how much*, or *where* to make the question:

a. Mary lives in College Park. where Maria does live in collage Park.

b. The milk costs \$3.00. how much it does cost

c. I take a taxi to work. how do you get to the work



Routines to build self-directed learners

My Class Reflection & Homework Log

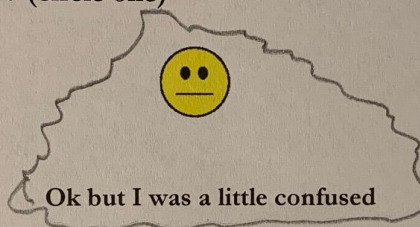
March 26, 2022

My name is Sherla

1. How was today's lesson? (circle one)



Very Good



Ok but I was a little confused



I did not learn today

Please explain: need more practice

2. How do I feel about the Unit Review Test?

Excellent

Good

Okay

Need more practice

3. Use **how**, **how much**, or **where** to make the question:

- Mary lives in College Park. Where does live Mary?
- The milk costs \$3.00. how much the costs the milk?
- I take a taxi to work. how do take a taxi?



Routines to
build self-
directed
learners

My Class Reflection & Homework Log

March 26, 2022

My name is SARA CARDONA

1. How was today's lesson? (circle one)



Very Good



Ok but I was a little confused



I did not learn today

Please explain: very practices

2. How do I feel about the Unit Review Test?

Excellent

Good

Okay

Need more practice

3. Use *how*, *how much*, or *where* to make the question:

a. Mary lives in College Park. Where does she live?

b. The milk costs \$3.00. How much do the milk cost?

c. I take a taxi to work. How do you get to work?

Structure
promotes
adult learner
persistence

“A creative educator can create safety by making the learning environment more familiar, structured, and predictable”
(Perry, 2006)

Strategy #2: Establish a sense of order for their own learning.

Structure
promotes
adult learner
persistence

Class binders offer adult learners the opportunity to develop organizational skills, follow their own learning, and become accountable for their academic growth.

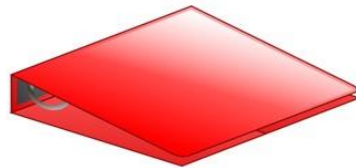
My Learning Journey- My binder



The class binder helps organize class documents, homework, goals sheets, and the class schedule.

There are three sections: **SPRING 2022**

- Section #1- My Leadership Goals & Progress
- Section #2- My Learning Handouts
- Section #3- My Homework Assignments



****It is your responsibility to maintain good organization of your learning****

Structure
promotes
adult learner
persistence

Students organize their own binders...



Structure
promotes
adult learner
persistence



Minimal prep time means students work on their binder empowering them as learners and setting academic expectations.

Structure
promotes
adult learner
persistence

My Course Schedule *Beginning II (In-person)*



Teacher: Javier Marquez

John F. Kennedy High School- Rm. 139

Email: esolteacher.javierm@gmail.com

SPR 2022 (CRN: 38644)

Remind: Super Beginning II (@8f423b)

Edmodo: Super Beginning II (5f2gk4)

This schedule is subject to change

Week / Date	Lesson information	Language outcome (Textbook)
1- 02/05/22	Introduction to the course: Beginning II; Community building with students; Completion of school forms (OLEF forms online); Setting the rules for the AELG program	Review of course material; use initial greetings to learn names; Basics of Edmodo, Remind, & textbook material
2- 02/12/22	Unit 1- My School & Work Experience: Identify and label good study habits for students; Use simple present to talk about study habits; Grammar: Yes/no questions with <i>-DO-</i> <i>Read about Juan's School Goals</i>	Unit three: Understanding classroom rules; Learn good study habits; Set study goals; Discuss learning goals for Juan

Binders include a course schedule so that students can know where we are each class session. Students follow the structure when they are absent.

Storytelling
provides adult
learners'
purpose

“Storytelling is an important educational technique that may play an important role in the process of development for individuals...

Storytelling can help people form new identities in times of conflict, recall old wisdom, and transform endings to challenges of life”

(Nguyen et al., 2015)

Strategy #3: Empower adult learners by reinforcing what they know.

Storytelling
provides adult
learners'
purpose

Short storybooks allow adult learners to gauge their understanding of the language target for the level as well to build their confidence in what they may already know.

My Learning Journey- My Journal



Good students understand and control their learning. Telling your story of learning helps show your growth.

This is your journey of English language learning.



Creative project:

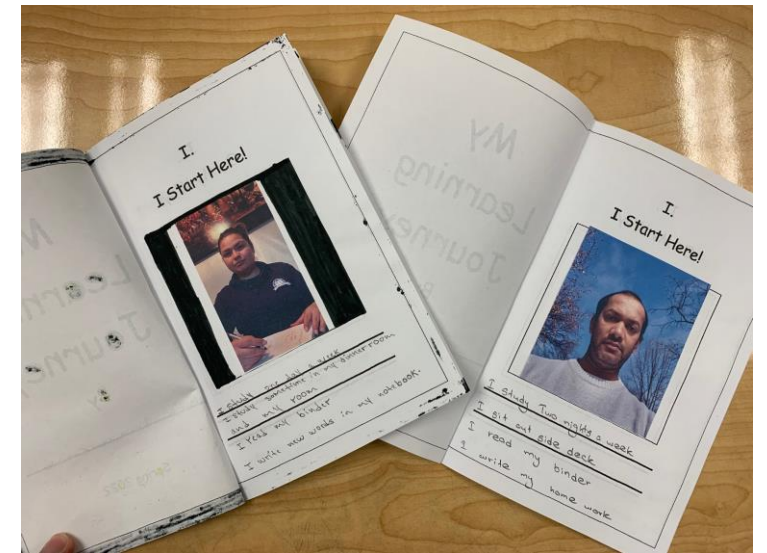
- Create a journal of English language practice.
- Decorate and personalize your journal.
- This is your story of English practice.

Storytelling
provides adult
learners'
purpose

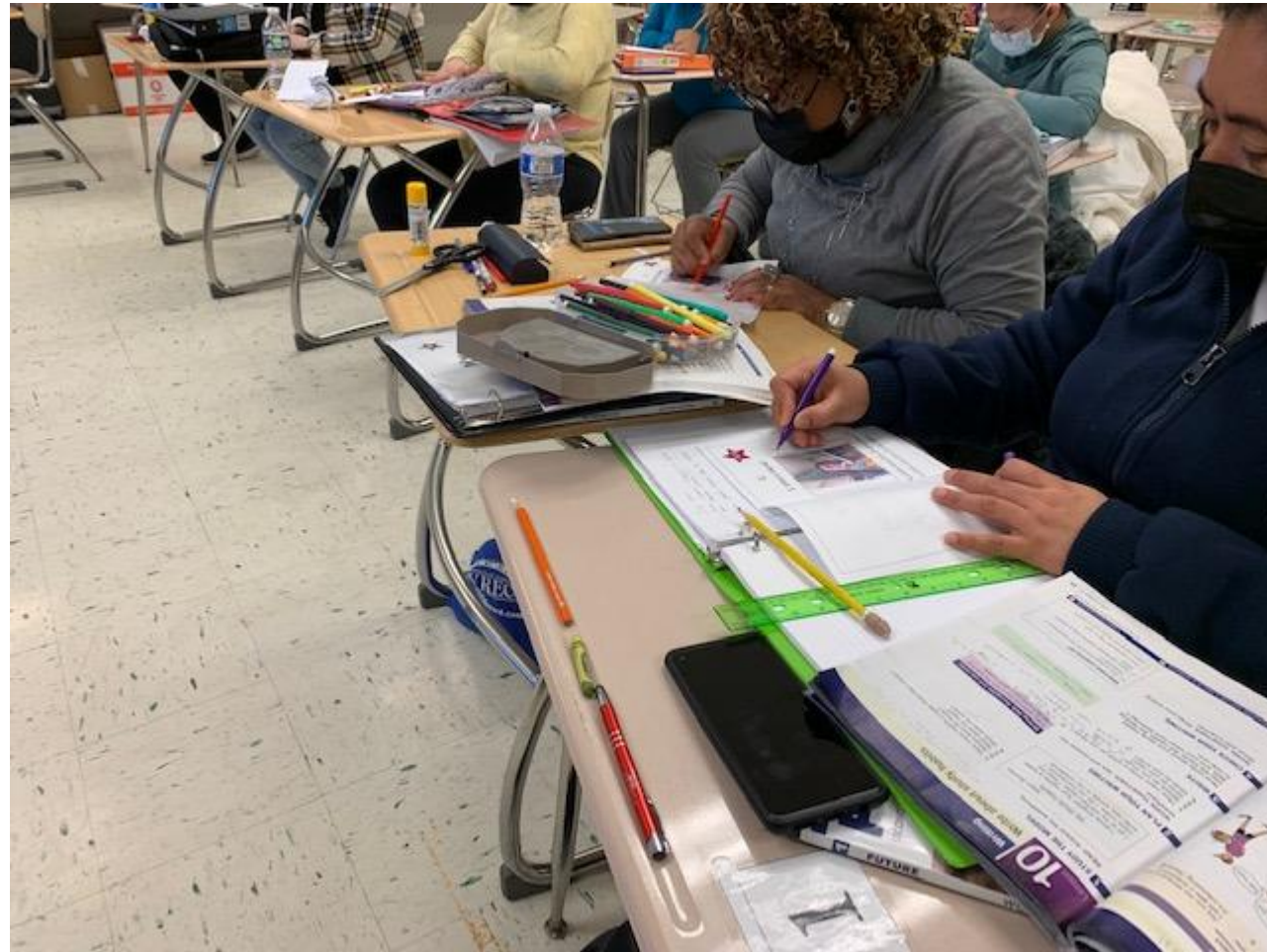
The project allowed students to be creative and thus empowering them to take control of their learning.



Each "chapter" becomes a benchmark of their learning



Storytelling
provides adult
learners'
purpose



The storytelling workshops engage learners and motivates them to improve the language skills.

References

Carello, J., & Butler, L. D. (2014). Potentially perilous pedagogies: Teaching trauma is not the same as trauma-informed teaching. *Journal of Trauma & Dissociation*, 15(2), 153–168. <https://doi.org/10.1080/15299732.2014.867571>

Nguyen, K., Stanley, N., Stanley, L., & Wang, Y. (2015). Resilience in language learners and the relationship to storytelling. *Cogent Education*, 2(1) doi:<http://dx.doi.org/10.1080/2331186X.2014.991160>

O'Neill, S. & Thomson, M. M. (2013). Supporting academic persistence in low-skilled adult learners. *Support for Learning*, 28(4), 162–172. Retrieved from <https://doi.org/10.1111/1467-9604.12038>

Perry, B. D. (2006). Fear and learning: Trauma-related factors in the adult education process. *New Directions for Adult & Continuing Education*, 2006(110), 21–27. <https://doi.org/10.1002/ace.215>

Wilson, V. (2020). Trauma-informed teaching of adults. *Fine Print, the Journal of the Adult Literacy and Basic Education Council*, 43(2), 9-14

Questions & Answers

Thank you!
Are there any questions?

