

THESIS

PART I

THESIS FOR THE DEGREE OF PH.D.

MICHIGAN STATE UNIVERSITY

AMY ELLIOTT ZELMER

1973

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THE ADULT PART-TIME STUDENT ROLE
AS EXPERIENCED BY SOME STUDENTS
IN EXTENSION PROGRAMS AT
THE UNIVERSITY OF ALBERTA, 1970-71

By

Amy Elliott Zelmer

AN ABSTRACT OF A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1973

ABSTRACT

THE ADULT PART-TIME STUDENT ROLE AS EXPERIENCED BY SOME STUDENTS IN EXTENSION PROGRAMS AT THE UNIVERSITY OF ALBERTA, 1970-71

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This study attempts to provide information about adult part-time students' perceptions of their student roles in a way which preserves data normally "lost" in a written report. The method of presentation was also selected with simplicity of operation and cost factors in mind so that it might serve as a pattern for other similar reports.

The study uses a combination of slides and synchronized tape recordings to present material obtained from interviews with adult part-time students in regular extension courses at the University of Alberta. A quota sampling technique was used to ensure that male and female students from vocational and liberal studies, credit and non-credit courses were included. Instructors from the classes attended by the students were also interviewed. All of the interviews were based on the "invitations" technique; the audio-visual presentation was validated by other similar groups of part-time students.

Students were asked to respond to questions about their expectations about the adult student role and their perceptions based on recently completed classes. Major findings were that many students

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experienced conflicting demands on their time which interfered with their student activities and that there seemed to be a relationship between the age of the student and his satisfaction with the style and quality of teaching. Basic circumstances and motivation in attending courses seemed to be more important than differences between men and women. The implications of these and other findings for adult educators are discussed.

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- the members of my committee for their help in clarifying my ideas and their willingness to accept an unconventional presentation.
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CHAPTER I

INTRODUCTION

A. THE NATURE OF THE PROBLEM

It has long been acknowledged that the adult student differs in many ways from the elementary school or young undergraduate student. Numerous studies have described the characteristics of groups of adult students, the factors related to their "success" in programs of study, and the extent of their educational activities.

Despite this wealth of information, it has been noted that:

The dilemma of adult education is precisely that when people think of education, their images are taken from their own memories and from the urgent need to induce the young to take on the responsibilities and burdens of adulthood and the behavior appropriate to that status.¹

Perhaps this dilemma arises in part from the difficulty of transferring the rather abstract statistics of social surveys into people-oriented action, and in part because there is little information available to the individual, other than his own memories (if any) about just what it does mean to "be" an adult student.

¹Harry L. Miller, Teaching and Learning in Adult Education, 1964, pp. 1-2.

While no precise figures are available, indications are that the number of adult students is large and growing. It has been estimated that more than one person in five, or some 25 million American adults, takes part in adult education activities each year.² In Alberta (the location of this study) it has been noted that the number of adult part-time students is continuing to grow despite a levelling off or reduction in full-time undergraduate enrollment at the university level.³ This would seem to indicate that a sizeable portion of human experience has been incompletely explored. Although the adult part-time student experience is perhaps less potentially profound for the individual than, say, a four-year residential college experience, the number of people involved in such part-time student activities would seem to make this a worthwhile area for exploration.

There would also seem to be indications that for many adults engagement in the learning process can commonly take 700 hours a year (with a suggested range of 100-2000 hours).⁴ While much of this learning takes place outside formal classroom situations, for some the "student" experience in classroom situations and related activities can become an important part of that learning process.

²John W.C. Johnstone and Ramon J. Rivera, Volunteers for Learning, 1965, pp. 1-24.

³"Part-time Student Body Grows", Edmonton Journal, 13 April 1972, p. 9.

⁴Allen Tough, The Adult's Learning Projects, 1971, p. 1.

The slogan, "the medium is the message,"⁵ has passed so quickly into the status of a folk saying in our society that it may be easy to overlook its significance. We are restricted by our channels of communication; the standard dissertation format is no exception. While it can focus attention like a spotlight on some narrow range of human experience, the very intensity of this attention may block out our recognition of other important related aspects. For this reason an audio-visual presentation was developed during this study in an attempt to portray other aspects of the student experience which are lost in their translation into "cold" type.

Margeneau differentiates between "facts" (that which is independent of our control; it is simply there waiting to be recognized, often in the form of an immediate perception or a sensory datum), "concepts" (the results of human processes of abstraction) and the "rules of correspondence" (habits of passing from an immediate fact to a construct).⁶ This study attempts to ascertain what the "facts" of the adult student role are, and to develop some new "rules of correspondence" by which we may obtain a better construct of the adult student role.

⁵Marshall McLuhan, Understanding Media, 1964, p. 7.

⁶H. Margeneau, "The Competence and Limitations of Scientific Method," Operations Research, May, 1955, pp. 136-138.

B. SCOPE OF THE STUDY--LIMITATIONS

Houle suggests five possible starting points for studying adult learning:

- one or more institutions of adult education
- the needs and characteristics of a community or society
- the individual learner
- a philosophical position
- one or more methods of learning or teaching.⁷

This study begins from the third of these alternatives-- the individual learner. It is a preliminary, exploratory study based on folk wisdom and logic rather than precise data and testable hypotheses. It was carried out in a limited geographic area, using data from adult part-time students in extension courses at a Canadian university. As has been pointed out elsewhere, the lack of institutional studies in Canadian adult education must raise some uncertainty about the comparability of research in Canada and the United States at this time.⁸ However, because of this very lack of information, we must call upon studies previously done in the U.S. and elsewhere for background information for this study. While differences in the situation of the adult part-time student in the two countries do not appear to be overwhelming, this is one of the factors which must be taken into consideration so that the subtle differences are not ignored.

⁷Cyril O. Houle, "Adult Education," Encyclopedia of Educational Research (4th ed.), ed. by R.L. Ebel, 1969, pp. 51-55.

⁸Coolie Verner and Knute Buttedahl, "Socio-Economic Characteristics of Participants in Extension Classes," Continuous Learning, Jan.-Feb., 1964, pp. 21-27.

The use of audio-visual technology has become highly sophisticated, elaborate and often very costly in recent years. This study confined its use of this technology to methods which might well be employed by or adapted to the use of the individual educator or investigator. This restriction limited the size and complexity of the presentation (and therefore the effects which might be achieved), but would seem to hold more promise for future use than other approaches.

C. ORGANIZATION

This study documents the progress and results of the research. The relevant literature is reviewed in the next chapter. This is followed by a statement of the problem and a detailed outline of the methods used including an orientation to humanistic research, a rationale for the use of first-person documents, and information about the sample selection and interview techniques as well as a description of the audio-visual reporting methods used.

The research findings are chiefly reported in the slide and tape presentation accompanying this document. In this instance the slides and tape are not supplementary material, but are themselves the meat of the study and are supplemented by the written materials. In Chapter V some additional observations about the techniques used are reported in written form and the implications of the whole for adult education are discussed. The final chapter summarizes the report and draws some tentative conclusions based on this material.

The usual bibliography of references cited follows; it is supplemented by a brief annotated bibliography of existing first-person documents by adult students.

The interview outlines and sample whole-interview transcriptions are to be found in the appendix as is the script for the audio-visual presentation.

D. DEFINITIONS

For purposes of this study the following definitions were used:

Adult Student: A person over sixteen years of age who registered for one or more of the "courses" as defined below, and whose primary occupation is other than that of student. (Included "retired" and "housewives".)

NOTE: For purposes of this study only those students between the ages of 25 and 55 years were interviewed in order to reduce some of the variation in response due to age factors.

Course: A program offered by a university, school board or other educational agency, primarily for adults, primarily educational in nature (as defined by the objectives of the program), taught on a regularly scheduled basis of one or two class sessions per week over a period of at least five weeks. Short courses, workshops and residential courses of shorter duration (even though the number of class hours may be comparable) are specifically excluded under this definition.

Student Role: The expectations and behavior which would meet the criteria of Barnlund and Haiman:

When students attend a class meeting for the first time, they have certain notions of how students should act with teachers, just as a couple going out to a dinner party knows that there are certain things which you do not say or do on such an occasion. Their expectations may prove to be wrong, but until that time their behavior will be guided accordingly.⁹

⁹Dean Barnlund and Franklyn S. Haiman, The Dynamics of Discussion, 1960, p. 173.



Teacher: The chief instructor in one of the above-defined courses.

(One-time guest lecturers and substitutes are excluded.)

CHAPTER II

REVIEW OF LITERATURE

Related literature may be divided roughly into five categories:

- "humanistic" research and related methodologies
- role and communications theory
- the teaching-learning process; the setting for the student role
- studies relating to adult students
- personal documents; descriptions of their experiences by adult students.

A. "HUMANISTIC" RESEARCH AND RELATED METHODOLOGIES

Margeneau believes that, "insofar as many genuinely human experiences have purely emotive aspects, science, at least at the present time, does not relate to them."¹ Allport proposed two types of knowledge: "conceptual knowledge which is acquired throughout life by increments and associations. . . [and] an immediate knowledge of particular objects or relations." He further asserts that only this latter intuitive knowledge "retains its grasp upon the self as a whole."²

¹Margeneau, "The Competence and Limitations of Scientific Method," p. 146.

²Gordon W. Allport, "The Study of Personality by the Intuitive Method," Journal of Abnormal and Social Psychology, April-June, 1929, p. 17.



The dilemma facing the researcher who wishes to investigate a live phenomenon has been further described in this way:

Life defies measurement. Only the properties of nature not the essence can be described in quantitative terms. We can weigh a mouse and determine the length of its ears and tail; we cannot measure the quality of a mousehood. With elaborate scientific devices we can explore the physiology of the human organism, but our devices are yet powerless to reveal the essence of humanness.³

Within the context of adult education Ruddock describes the tendency "to judge a piece of work by its sampling methods and the level of significance claimed for correlations" as enabling "one to assess the bricks, but not the building."⁴

Others also insist that the humanistic researcher owes it to his subject to go beyond the standard methods, and that other methods to detect and report these other aspects can be developed. Sanford criticizes both psychologists and educators for their piecemeal approach saying:

If the psychologist fragments the person conceptually in the interests of research, many educators, by taking over directly and applying the laboratory findings seem about to fragment their students for keeps.⁵

³E.L. Grant Watson, "The Hidden Heart of Nature," Saturday Evening Post, 27 May, 1961, p. 32.

⁴Ralph Ruddock, "The Sociology of Adult Education: A Plea for Humanism," Studies in Adult Education, April, 1971, p. 20.

⁵Nevitt Sanford, "Will Psychologists Study Human Problems?" American Psychologist, Feb., 1965, p. 195.

American psychologists have also been criticized for their reliance on the "black box" approach with its "tremendous over-simplifications. . . neglecting the existence and contributing functions of unobserved perceptual organization."⁶ Weiss adopts a similar position in which he describes studies of "complex situations" as requiring that the investigator, "first appreciate the multifarious phenomena of the real situation and only then search for the simplifications which will make the grasp of these phenomena possible."⁷

Moustakas differentiates between the "actual research experience which distinguishes the discovery process" from that of "verification and corroboration."⁸ In this former type of research he maintains that objectivity:

. . . means seeing what an experience is for another person, not what causes it, nor why it exists, not how it can be defined or classified. It means seeing attitudes, beliefs and feelings of the person as they exist for him at the moment he is experiencing them, perceiving them whole as a unity.⁹

Buhler points out that, "In the study of persons . . . it is necessary that the researcher become a participant in the individual's experience," and establish contact with the "hidden reality" or "existing framework of knowledge within which we operate."¹⁰

⁶Henry Winthrop, "Cultural Factors Underlying Research Outlooks in Psychology," in Challenges of Humanistic Psychology, ed. by James F.T. Bugental, 1967, p.95.

⁷Robert S. Weiss, "Alternative Approaches in the Study of Complex Situations," Human Organization, Fall, 1966, p. 198.

⁸Clark Moustakas, "Heuristic Research," in Challenges of Humanistic Psychology, ed. by Bugental, p. 101.

⁹Ibid., p. 103.

¹⁰Charlotte Buhler, "Human Life as a Whole as a Central Subject of Humanistic Psychology," in Challenges of Humanistic Psychology, ed. by Bugental, p. 83.



Others describe the "personal," "perceptual" or "phenomenological" approach as that which "seeks to understand the individual from his own point of view."¹¹ Polanyi adds that we must recognize that "into every act of knowing there enters a passionate contribution of the person knowing what is known, and that this coefficient is no mere imperfection but a vital component of his knowledge."¹²

As with any type of research, one must be wary of unrecognized subject or investigator bias. Jourard notes that the bias often detected in psychological research may, perhaps, be a defense mechanism of the subject in response to the usual experimenter-subject encounter which may have more in common with a "young man on the make" than true dialogue as the researcher tries to keep his subject ignorant of the purpose of his inquiry in an attempt to eliminate "bias."¹³ The technique of "invitations" (described in the outline of the methodology) has been developed by Jourard to help overcome some of these difficulties.¹⁴

¹¹Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior, (rev. ed.), 1959, p. 11.

¹²Michael Polanyi, Personal Knowledge, 1958, p. viii.

¹³Sidney M. Jourard, Disclosing Man To Himself, 1968, p. 22.

¹⁴Ibid., p. 25.



B. RELATED THEORY

1. Role Theory

Goffman has defined role as "the activity the incumbent would engage in were he to act solely in terms of the normative demands upon someone in his position."¹⁵ More concretely, Barnlund and Haiman have defined the student role in this way:

When students attend a class meeting for the first time they have certain notions of how students should act with teachers, just as a couple going out to a dinner party knows that there are certain things which you do or do not say or do on such an occasion. Their expectations may prove to be wrong, but until that time their behavior will be guided accordingly.¹⁶

Walton, in his study of the dynamics of expectations and adaptations of adult learning groups, points up the connection between the individual taking the student role and the learning situation. He found that ideal expectations seemed to have a close relationship to individual satisfaction and that these expectations are not always imposed by the larger culture.¹⁷

Theatrical performances have been used as analogies to study social life, even though it is acknowledged that life presents "things that are real and sometimes not well rehearsed."¹⁸ The individual's

¹⁵Erving Goffman, Encounters, 1961, p. 85.

¹⁶Barnlund and Haiman, The Dynamics of Discussion, p. 173.

¹⁷Eugene R. Walton, "The Dynamics of Expectations and Adaptation to Adult Learning Group Cultures," (unpublished Ph.D. thesis), 1963, pp. 219-220.

¹⁸Erving Goffman, The Presentation of Self in Everyday Life, 1959, p. xi.

rationale for adopting a particular role strategy is often to control the conduct of others, especially their responsive treatment of him. The performer may be sincere (fully believing in his own act) or quite cynical about his performance if, for some reason, he wishes to "take in" his audience.¹⁹

Classes have been described as "arrangements of designated actors who are pursuing some goal (either the sheer maintenance of the classroom drama or the attainment of certain ends such as drawing finesse)."²⁰ The plans related to these goals involve "understanding of and adherence to certain norms (agreements) which link the actors to one another in a certain way and regulate. . . their future behavior."²¹

Goffman discusses the many ways in which roles are maintained and threatened; one of these has particular significance for the adult student role. In this performance, the one-man team (i.e., the student) commits himself to a serious claim or request (acknowledgment of his abilities as a student) and leaves himself no way out should this claim be denied by the audience (the instructor and/or other students). He points out that this usually occurs only in situations where a favorable result is a foregone conclusion (perhaps non-credit courses tend to be interpreted in this way) or where the performer's motivation is high. In the latter case, the performer lowers his defenses, throwing himself

¹⁹Ibid., p. 3.

²⁰Clinton J. Jesser and Louis P. Donovan, "Nudity in the Art Training Process," Sociological Quarterly, Summer, 1969, p. 364.

²¹Ibid.

on the mercy of his "audience" and, in effect, asking them to become part of his team. As Goffman points out, "this sort of thing is embarrassing," and may lead to humiliation if the request is refused.²²

Role-making is said to pass through four stages: surface encounter, proffering and inviting, selecting and modifying, and stabilizing and sustaining.²³ One might question whether the typically brief adult education course lasts long enough for the student to carry his student role through all four phases, and what effect a failure to complete the process has upon his development as a "student". One might also question how the student's satisfaction with his performance in the student role relates to his plans for further continuing education.

While roles are of crucial importance to human behavior, they can be changed. As Turner has observed:

Roles 'exist' in varying degrees of correctness and consistency while the individual confidently frames his behavior as if they had unequivocal existence and clarity. The result is that in attempting from time to time to make aspects of the roles explicit he is creating and modifying roles as well as merely bringing them to light.²⁴

The phenomenon has also been described in this way: "The roles people play in life are to a great extent the product of the particular techniques an individual has differentiated as appropriate for a person like himself."²⁵

²²Goffman, The Presentation of Self in Everyday Life, p. 211.

²³Virginia L. Olesen and Elvi Waik Whittaker, "Role-Making in Participant Observation," Human Organization, Winter, 1967, p. 274.

²⁴Ralph H. Turner, "Role Taking: Process Versus Conformity," in Human Behavior and Social Processes, ed. by Arnold M. Rose, 1962, p. 22.

²⁵Combs and Snygg, Individual Behavior, p. 120.



2. Communications Theory

Cody points to the key issue when he asks, "Can a single action have many different descriptions?" He concludes that it can (quite apart from two or more partial descriptions of the same action)--as, for example, when we might say, "That man is writing in his notebook; he is learning about the French Revolution;" or, "he is demonstrating his skill in taking notes."²⁶ Complex experiences, such as those of the adult student seem particularly open to this type of multi-level description and Cody himself suggests the camera as one way to capture some of the complexity of such experiences. He also remarks that:

The characteristics of film, its definite beginning and end, its repeatability as an independent object, are characteristics of the physical object which passes through the projector, and not something it derives from the subject it portrays. . . . All else, the indiscriminate panning, zooming and flipping from the macro- to the microscopic level, together with the corresponding shifts in the other equipment, is unfortunate. It would be far better if all angles and levels of focus, etc. were available simultaneously rather than in dizzying alteration.²⁷

The so-called multi-screen or multi-media technique is one method proposed to try to present several ideas in a holistic manner. As McLuhan and Fiore remind us:

We can no longer build seriously, block-by-block, step-by-step, because instant communication insures that all factors of the environment and of experience coexist in a state of active interplay. . . . We hear sounds from everywhere, without ever having to focus. . . . We can't shut out sound automatically. We simply are not equipped with earlids. Where a visual space is an organized continuum of a uniformed connected kind, the ear world is a world of simultaneous relationships.²⁸

²⁶Arthur B. Cody, "Can a Single Action Have Many Different Descriptions?" Inquiry, 1967, p. 164.

²⁷Ibid., p. 176.

²⁸Marshall McLuhan and Quentin Fiore, The Medium is the Message, 1967, pp. 63 and 111.

The presentation of several images together may be likened to the effect produced by the front page of a newspaper:

The position and size of articles on the front page are determined by interest and importance, not content. Unrelated reports from Moscow, Sarawak, London and Ittipik are juxtaposed; time and space as separate concepts are destroyed and the here and now presented as a single Gestalt or lineality. Items abstracted from a total situation aren't arranged in casual sequence, but presented holistically, as raw experience.²⁹

We are also reminded that, "A new language lets us see with the fresh, sharp eyes of the child; it offers the pure joy of discovery."³⁰ This would seem to be an important asset in this particular investigation.

As Maddison points out, there has been little research into the influence of the quality of films on their teaching and communications effectiveness.³¹ Nevertheless, it would seem unwise to avoid the use of this means of communication until such time as this information may become available since, in the words of Lanoux:

We are in the presence of a mutation as important probably as that which overtook our civilization when the printing presses replaced the patient labour of the amanuenses. . . . We today are dealing not only with a prodigious increase in the volume of information drenching mankind, but with a mutation in the very stuff of thought. . . . With audio-visual forms of knowledge, the information message imbibes Man before penetrating him. All of us have the right to look back with regret to the balanced calm of yesterday when the printed symbol reigned supreme. But no one has the right to turn his gaze away from the audio-visual phenomenon. It is there. To deny or to neglect it would be equally dangerous. We must control, guide, channel it.³²

²⁹Edmund Carpenter, "The New Languages," in Explorations in Communications, ed. by Edmund Carpenter and Marshall McLuhan, 1960, pp. 163-164.

³⁰Ibid., p. 175.

³¹John Maddison, "The Film and the University," in Film in Higher Education and Research, ed. by Peter D. Groves, 1966, p. 14.

³²Armand Lanoux, "From the Report to U.R.I.," World Screen Bulletin, 1964, p. 38, quoted in Maddison, "The Film and the University," p. 5.

The technique of involving the film's "subjects" in the production and editing of the presentation is a relatively new development which has been chiefly used in community development situations as a way of engaging people in a recognition of their situation and in clarifying communication between different groups in the community. Low remarks on the value of this process as a means of providing feedback and the acquisition of additional material as areas become more deeply explored.³³ Little seems to have been written about this aspect of audiovisual presentation, but an excellent demonstration of the process can be found in the film VTR St.-Jacques.³⁴ This investigator has had experience with this technique during a workshop on "Film and Community Development" sponsored by Memorial University of Newfoundland in 1968, and in other projects.³⁵

It is hoped that this involvement also helps the study to meet the "social agreement" criterion proposed by Allport as one of the tests for validity in the use of personal documents: "An extension of the test is to submit the conceptualization to the subject himself. If he (who knows the 'inside half') accepts it, the chance of its being a correct explanation is enhanced."³⁶

³³ Colin Low, "Some Notes on the Farmersville Project," Newsletter: Challenge for Change, Winter, 1968-69, p. 9.

³⁴ VTR St.-Jacques, National Film Board of Canada, 1968.

³⁵ Amy M. Elliott, "Film-Making and Community Development," Continuous Learning, July-Aug., 1969, pp. 183-188.

³⁶ Gordon W. Allport, Pattern and Growth in Personality, 1961, p. 409.



C. THE TEACHING-LEARNING PROCESS--THE ENVIRONMENT OF THE ADULT STUDENT

The effect which "demand characteristics" have upon the performance of subjects in psychological experiments has been vividly outlined by Orne.³⁷ While the classroom situation may be a somewhat different environment, it would seem likely that similar characteristics in that situation might also influence student behavior and expectations.

Rogers characterizes a helping relationship as one in which the "helper" will be seen as trustworthy, able to communicate unambiguously, and as having a positive attitude toward the person helped. The helper should also be able to let the other "be separate," but at the same time should be able to put himself in the other's shoes and be accepting of him. Above all the helper should be non-threatening and in particular able to free the other from the threat of external evaluation.³⁸ While the importance of these characteristics may vary from situation to situation, their presence or absence will drastically alter the teaching-learning milieu.

Three teaching models (the teacher as shaman, priest or mystic healer) have been described by Adelson.³⁹ The chief variable appears to lie in whether the focus of attention lies with the teacher himself, the subject matter and academic discipline, or the student.

³⁷Martin T. Orne, "On the Social Psychology of the Psychological Experiment," American Psychologist, Nov., 1962, pp. 776-783.

³⁸Carl R. Rogers, "The Characteristics of a Helping Relationship," in Interpersonal Dynamics (rev. ed.), ed. by Warren G. Bennis and others, 1968, pp. 298-302.

³⁹Joseph Adelson, "The Teacher as Model," American Scholar, Summer, 1961, pp. 385-389.



Obviously, the student role will be affected by the demands placed on it by the teaching model employed in the particular situation. One might speculate that teaching effectiveness would be enhanced if the teacher and student(s) involved had complementary teacher-student models (or roles) as the basis of their behaviors.

The term "andragogy" is gradually coming into use to distinguish the theory of adult learning from the formerly all-embracing "pedagogy". This is not just a semantic nicety but acknowledges that different assumptions must be made about adult learners than child learners. As Knowles describes it, we may expect that as a person matures, (a) he moves from dependency towards being a self-directing human being, (b) he has an increasing amount of experience which serves as a resource for learning, (c) his readiness to learn is oriented more towards the developmental tasks of his social roles, and (d) immediacy of application becomes important and causes his interest in learning to shift from a subject-centeredness to a problem-orientation.⁴⁰

D. STUDIES RELATING TO ADULT STUDENTS

1. Reviews

A number of earlier studies in this area have been reviewed by Brunner and others.⁴¹ They pointed up the difficulty in using expressed interest on the part of potential participants as a guide to

⁴⁰Malcolm S. Knowles, The Modern Practice of Adult Education: Andragogy Versus Pedagogy, 1970, pp. 38-39.

⁴¹Edmund deS. Brunner and others, An Overview of Adult Education Research, 1959.



program planning (because so few follow through with action),⁴² and because of the perennial problem of measuring the potential ability of adults in various subject areas.⁴³ They describe research on participation in adult education as having been characterized by one of two approaches: study of the characteristics of participants in particular institutions or types of institutional programs, or sampling of a population or area to determine differences between participants and non-participants in various types of adult education.⁴⁴ Under the heading, "Some Generalizations with Respect to Participation," they note the following:

Vocational classes are clearly the most popular. . . . They enlisted 35.3 percent of those participating in adult education; . . . there is some evidence that a relatively larger proportion of women, older adults, better educated persons. . . participate in so-called "liberal" subject areas--especially in activities which do not carry "credit"; . . . formal schooling appears to be the most significant determinant of participation in all forms of adult education which have been studied; . . . economic status . . . is also significantly related to participation in formal adult education, although it appears that much of this relationship may be attributed to the related factors of education and occupation; participation in adult education decreases with age; there is some evidence that accessibility and proximity to centers for adult education increases participation.⁴⁵

There is, however, no indication in this review that the research had gone beyond the quantitative stage in looking for the meaning of the adult learning experience.

⁴² Ibid., pp. 80-81.

⁴³ Ibid., p. 85.

⁴⁴ Ibid., p. 90.

⁴⁵ Ibid., pp. 95-97.



A briefer review of the situation carried out almost ten years later still refers to some of these same studies and again is stated primarily in quantitative terms.⁴⁶

A recent (admittedly incomplete) survey of some 231 studies carried out in Canada since 1968 shows that only 43 or 16 percent were concerned with the examination of student attitudes or abilities and/or analyses of the composition of student populations. Far more popular for investigation were program- or administration-oriented topics.⁴⁷ Several of the 43 studies noted above are outside the focus of this study; those which appear to be pertinent are noted later in this and the following section.

2. Surveys of Participation and Participants

Probably the best known and most comprehensive study of adult education participation is that carried out by the National Opinion Research Center in the early 1960's. It was based on a U.S. national sample survey and indicated that about twenty percent of the adult population was involved with educational activity at some point during each year and about half the population involved at some time during their lifetime.⁴⁸ In general the more formal classroom settings were preferred by middle-class people. Answering the questions, "what people who attended adult education classes are like," the authors state that

⁴⁶Leonard V. Koos, "Adult Education and the Adult Student," in The Community College Student, 1971, pp. 385-429.

⁴⁷"Recent and Current Research in Canada," Convergence, 1971, p. 70.

⁴⁸Johnstone and Rivera, Volunteers for Learning, p. 1.



the typical adult education participant was more often a woman, "middle-aged" or older, wanting practical knowledge rather than "ideas and theories," married, and "a little dissatisfied with life."⁴⁹ The evidence "quite strongly supports the position that the lower classes do not view education in terms of self-realization and do not think of learning as an experience rewarding in its own right."⁵⁰

A recent study also took a broad population base and gathered similar data for adult students in Britain.⁵¹

In a survey of women university graduates in Canada, Cockburn and Raymond found that 10 percent planned to take, and 42 percent were uncertain about taking additional university credit courses;⁵² almost a third had taken one or more non-credit courses at university since graduating and a third plan to take such courses in future.⁵³ About 86 percent of those who had taken further credit work found the experience "satisfactory" according to the criteria of the study,⁵⁴ although a number added comments indicating that they had faced difficulties due to age discrimination, lack of part-time courses, rigid

⁴⁹Ibid., pp. 252-263.

⁵⁰Ibid., p. 263.

⁵¹National Institute of Adult Education, Adult Education--Adequacy of Provision, 1970.

⁵²Patricia Cockburn and Yvonne R. Raymond, Women University Graduates in Continuing Education and Employment, 1966, p.4.

⁵³Ibid., p. 87.

⁵⁴Ibid., p. 61.



course requirements and family situations.⁵⁵ Since this study was based on a forty percent response rate to a mailed questionnaire, some caution must be used in interpreting these findings.

In a similar study of 882 women with some previous college work who were living in the Kansas City area, Berry found that seventy percent hoped to continue their education, but that only twenty percent had made definite plans to do so. While the overwhelming majority planned to work towards a further degree, many were also interested in non-credit courses.⁵⁶

Knox and Videbeck interviewed 1500 adults living in the mid-western U.S. They found that socio-economic status, and to a lesser extent age, (but not community size or sex) were the factors associated with participation in adult education programs for the general population.⁵⁷

Verner and Buttedahl analyzed the socio-economic characteristics of a sample of 445 adults in lecture and discussion courses at the University of British Columbia. Consistent with findings elsewhere they found that attendance at this type of extension course was chiefly a middle-class activity and closely related to participation in other community activities. Approximately eighty percent of those surveyed

⁵⁵ Ibid., pp. 100-101.

⁵⁶ Jane Berry, "Aspirations of Alumnae for Continuing Education," Journal of the National Association of Women Deans and Counsellors, Summer, 1964, pp. 197-198.

⁵⁷ Alan B. Knox and Richard Videbeck, "Adult Education and the Adult Life Cycle," Adult Education, Winter, 1963, p. 119.



had participated in other adult education activities within the past three years.⁵⁸ No attempt was made to associate these factors with any success or satisfaction criteria.

In a survey of women students enrolled in non-credit extension programs at the University of Alberta, it was found that almost half of the day-time students indicated that they had no college preparation, although almost a third indicated that they had completed a bachelor's degree. The majority were in the over-forty age group and came from families where the family income was over \$8,000 per year. Most gave "general interest" as their reason for enrolling in such courses and rated the courses as "interesting" or "about right" rather than "too difficult" or "too easy."⁵⁹

The University of Minnesota carried out a study of evening class student characteristics. Findings there showed that 74 percent of the students had some post-high school education and that most fell into the middle income group. There were twice as many men as women among the students; over half the students were married and seventy percent were under thirty years of age. More than half were seeking some form of certification or degree--18 percent in subjects connected with their occupations.⁶⁰ Again, there was no attempt to relate these criteria to the student's experience.

⁵⁸Verner and Buttedahl, "Socio-Economic Characteristics of Participants," pp. 21-27.

⁵⁹University of Alberta, "Brief to the Royal Commission on the Status of Women," 1968.

⁶⁰Clara Kanun, Evening Class Student Characteristics, 1965.



White and others tested the personality characteristics of sixty men in evening college courses. There were no significant differences in anxiety scale values, but strong differences emerged in psychological confidence (generally in direct ratio to academic standing), despite similarities in self-reports.⁶¹

3. Studies of Drop-Outs

Others have looked at the characteristics of "drop-outs" in an attempt to describe a part of the adult education picture. Verner and Davis reviewed a number of studies previously completed and tested a total of 26 factors which were hypothesized to have a bearing on the drop-out rate. Although they believed that many instances of poor study design and execution hampered comparisons, they concluded that the same socio-economic characteristics which have been found to be related to participation are also related to persistence in attendance; i.e., age, previous education, marital status, occupation, income and rate of social participation.⁶²

In one study of a vocational program which had had a seventy percent drop-out rate, it was found that the reasons related chiefly to financial problems, lack of a supportive environment, conflict with teachers, lack of ability and the previous pattern of school behavior.⁶³

⁶¹William F. White and others, "Selected Personality Characteristics and Academic Performance of Adult Evening College Students," Journal of Educational Research, April, 1966, pp. 339-343.

⁶²Coolie Verner and George S. Davis, Jr., "Completion and Drop Outs," Adult Education, Spring, 1964, pp. 157-176.

⁶³W.E. Mann, "Adult Drop-Outs," Continuous Learning, March-April and May-June, 1966, pp. 55-65 and 127-143.



Alam and Wright found that drop-outs from night school are more likely than those who complete courses to be under 25, unmarried and living with their parents. Interestingly, only about two-fifths of the drop-outs said that they had stopped attending for reasons having to do with night school itself, but almost three-quarters thought that their fellow students quit for reasons relating to the program.⁶⁴

Dickinson and Verner, in a study of drop-outs from adult night school classes, found that general interest courses maintained attendance better than academic or vocational courses and those of ten sessions or less had a greater holding power than longer courses. Drop-outs comprised 27.8% of the original enrollment; they tended to be younger than the average and single.⁶⁵

Zahn, in a study of adult students in liberal arts courses at university, found that those with low academic ability tended to drop out of credit courses while the reverse was true for non-credit courses. She suggests an explanation for this, related to the student's role expectations:

Credit classes may meet the [adult student's] expectations concerning the format of college work. . . (specific objective approval during the course in the form of good grades);. . . the attitude of professors and their expectations may be different for non-credit classes.⁶⁶

⁶⁴Mubarka Alam and E.N. Wright, "A Study of Night School Drop Outs," abstracted in Non-Degree Research in Canada, 1968, p. 10.

⁶⁵Gary Dickinson and Coolie Verner, "Attendance Patterns and Drop-Outs in Adult Night School Classes," Adult Education, Fall, 1967, pp. 24-33.

⁶⁶Jane Zahn, "Drop-out and Academic Ability in University Extension Courses," Adult Education, Autumn, 1964, p. 42.



She also points out that the lack of negative feedback may make it possible for the low-ability student to have a significant learning experience in the non-credit course which he would be blocked from having in a credit course.⁶⁷

In another study, Knox and Sjogren analyzed the multiple factors associated with student achievement in a sample of 4562 students in university evening classes and found that age was a predictor of course grades in college level adult education classes only to the extent that age varied with vocabulary level, level of education and occupational status. Their study indicated that there were a multitude of reasons for students withdrawing before completing course work.⁶⁸

Houle explored the traditional reasons for drop-out behavior (i.e., personal problems, dissatisfaction with instruction or administrative policies, low aptitude, achievement of goals before the course is completed), but suggested that there might also be merit in looking at this problem from the standpoint of the student. He suggested that the student may need to make some changes in himself if he wishes to succeed in this new role; that a prime reason for student difficulty may be simply that the student does not know how to learn.

They would not undertake any other skill with the expectation that they could perform it perfectly the first time they tried, or that they could resume a former high level of performance after many years of disuse. . . . All too often new adult students are not helped to any better understanding of their situation. They may, in fact, be

⁶⁷Ibid., p. 45.

⁶⁸Alan B. Knox and Douglas D. Sjogren, "Achievement and Withdrawal in University Adult Education Classes," Adult Education, Winter, 1965, p. 85.



informed with almost relentless insistence that learning is fun; when they do not always find it so, they conclude that something is wrong with them.⁶⁹

A preliminary study which he conducted of adult part-time students bore out the contention that one must learn how to be a student.⁷⁰

4. Studies of Factors in Student Achievement

Wientge and DuBois used an elaborate set of aptitude and academic tests, biographical data and interviews with counsellors in an attempt to predict the motivation and success of students enrolled in evening credit courses at Washington University. They concluded that biographical data, including past performance was the best predictor of success, and that mature, stable people tend to be academically successful. There was no attempt to judge the students' satisfaction with the experience on the basis of any criteria other than academic success.⁷¹

Several other studies have indicated that evening credit students generally perform as well or better than comparable day groups. Schultz found that time of day of class was apparently more significant than the age of the student. (Poor students of whatever age performed better in the evening classes than they did in the day classes.)⁷²

⁶⁹Cyril O. Houle, "Who Stays--and Why," Adult Education, Summer, 1964, p. 228.

⁷⁰Ibid.

⁷¹King M. Wientge and Philip H. DuBois, Factors Associated With the Achievement of Adult Students, 1964, p. 34.

⁷²Raymond E. Schultz and R. Curtis Ulmer, "How Do Day and Evening Students Compare?" Junior College Journal, Sept., 1966, pp. 34-36.



Halfter's study of the comparative academic achievement of women found that those over forty did at least as well as young learners in undergraduate college degree programs.⁷³ In a similar study comparing the achievement of veteran and non-veteran undergraduates it was found that the veterans out-performed a matched group of other university students who had been admitted on the basis of similar test scores.⁷⁴

5. Student Characteristics

Several studies have outlined the characteristics of adult students in "regular" university undergraduate programs. Schlossberg found that adult male undergraduates at Wayne State University were dissatisfied with their "dependent" status as students and the need to meet the rigid requirements designed for middle-class young people. They found the conflicting demands of their various roles hard to manage.⁷⁵ Erickson found that the chief needs of the 1100 undergraduates aged 26 or over at Michigan State University were for specialized academic advisement and counselling, a recognized adult center and financial aid. She notes that, "An indication of the relevance of studies of this kind can be found in the number of students who said, 'This is the first time anyone has bothered to ask my opinion on anything'." An indication of

⁷³Irma T. Halfter, "The Comparative Academic Achievement of Women 40 Years of Age and Over and Women 18 to 26 Years of Age," (unpublished Ph.D. thesis), 1961.

⁷⁴John Paraskevopoulos and L.F. Robinson, "Comparison of College Performance of Cold War Veterans and Non-Veterans," College and University, Winter, 1969, pp. 189-191.

⁷⁵Nancy K. Schlossberg, Men in Transition, 1967.



the need for the adult student to make a transition to the student role may be found in the fact that "many returning adults spoke of their 'shock' at the registration site."⁷⁶

Hunt found a similar situation when she asked married women students at Lansing Community College to comment on their perceptions and experiences as students.⁷⁷ Lantz conducted a survey among adult coeds at three mid-western universities and obtained similar information. When they were asked to check off statements most like themselves the following were chosen in rank order: "There are many things I want to know more about; the uncertainties of the future require that a woman be able to support herself; I can better educate my children with the additional income;" and the following were indicated by the students as most unlike themselves: "Some of my friends have returned to college; my children want me to have more education; I have wondered whether I had the ability to achieve academic success."⁷⁸

Taking another approach, Houle examined through taped, structured interviews forty adults who had been engaged in adult education activities "to an outstanding degree." He suggested that these students may be broadly classified into three groups:

⁷⁶Mildred Brinkmeier Erickson, "An Analysis of Selected Characteristics and Needs of Adult Undergraduate Students Attending Michigan State University, Fall Term 1966, (unpublished Ph.D. thesis), 1968, p. 189.

⁷⁷Beverly English Hunt, "Characteristics, Perceptions and Experiences of Married Women Students at Lansing Community College, 1965," (unpublished Ed.D. thesis), 1966.

⁷⁸Joanne Lantz, Attitudes and Characteristics of the Adult Coed at Selected Universities, 1968, p. 4.

- (a) the goal-oriented whose educational pattern tends to be episodic and based on the recognition of a need and its satisfaction,
- (b) the activity-oriented who enter educational activities primarily to meet people, escape from day-to-day situations, etc.,
- (c) the learning-oriented--those who have the "itch to learn."⁷⁹

He suggests that students in these latter two classifications might find it easier to justify enrolling in vocational-type courses even if that were not their primary aim.⁸⁰ In most cases these students had had strong support from their spouses, but they felt that their friends were rather scornful of their educational activities. Houle suggests that the original decision to learn needs to be reinforced by several other factors (successful initial experience, variety of offerings so that the individual has the opportunity to go on, and perhaps skillful guidance by teachers) before the casual course-taker becomes a "continuing learner."⁸¹

Dow in a further study originally based on Houle's classification found that the majority of persistent learners drawn from students in a non-credit liberal arts program were not "activity-oriented" in Houle's terms but appeared to be:

. . . using the learning experience as a maturation process with broadly differentiated intrapersonal significance. . . . Course content was the most important determinant of enrollment, although they were ⁸²more motivated to seek insight and understanding than facts.

⁷⁹Cyril O. Houle, The Inquiring Mind, 1961, pp. 16-29.

⁸⁰Ibid., pp. 45-46.

⁸¹Ibid., pp. 68-80.

⁸²June Barth Dow, "Characteristics of Non-Credit University Extension Students," (unpublished Ed.D. thesis), 1965, pp. xii-xiii.



As a result of a series of studies designed in an attempt to formulate a theory about adult learners, Ingham concluded that "educative behavior will be persistently pursued if it enables the individual to experience basic satisfaction,"⁸³ and Brown found that the quantity and quality of continuing education activities undertaken by college alumni was positively related to a high quality undergraduate experience.⁸⁴

In a somewhat different approach Tough and his colleagues focussed on the adult's effort to learn, whether by himself or in a group, in a classroom or less structured situation. They assumed that the adult student was a "self-directing organism" and that he was responsible for the planning of his own learning episodes and seeking the necessary help.⁸⁵ This approach probably comes closest to the orientation sought in this study, although the report itself is necessarily filtered through the author and thus loses the "first person" immediacy.

Lacognata studied the academic role expectations of extension and residential students and on- and off-campus faculty and found substantial role consensus and role convergence among all groups on the student role and faculty role in undergraduate settings. The one exception was a sharp divergence between residential and extension students on role expectations dealing with non-performance factors in evaluating student academic performance. Extension students were decidedly in

⁸³Roy Ingham, "The Relationship of Educative Behavior to the Leisure Satisfaction of College Alumnae," in The Continuing Learner, ed. by Daniel Solomon, 1964, p. 39.

⁸⁴Alan M. Brown, "College Experience and Continuing Education Activity," in The Continuing Learner, ed. by Solomon, 1964, p. 52.

⁸⁵Allan Tough, The Adult's Learning Projects, 1971.



favor of instructors considering such factors as occupational and family responsibilities when evaluating academic work.⁸⁶ In a re-analysis of the basic data, the author found more disagreement on role expectation items among extension students when they were classified on education/non-education and graduate/undergraduate dichotomies. On this basis the non-education extension students might be characterized as having more traditional role expectations both for students and instructors.⁸⁷

E. PERSONAL DOCUMENTS--DESCRIPTIONS OF THEIR EXPERIENCES BY ADULT STUDENTS

The personal document has been defined as "any self-revealing record that intentionally or unintentionally yields information regarding the structure, dynamics and functioning of the author's mental life,"⁸⁸ or as "an account of individual experience which reveals the individual's actions as a human agent and a participant in social life."⁸⁹ Their first-person nature differentiates them from biography, case histories and other third-person documents.

It has been noted that such documents vary greatly in candor, scope, authenticity and psychological value. With respect to these

⁸⁶Angelo Anthony Lacognata, "Role Expectations of University Faculty and Students," (unpublished Ph.D. thesis), 1962, p. 83.

⁸⁷Lacognata, "Academic Role Expectations of Extension Students," Adult Education, Winter, 1964, pp. 99-102.

⁸⁸Gordon W. Allport, The Use of Personal Documents in Psychological Science, 1942, p. xii.

⁸⁹Herbert Blumer, "An Appraisal of Thomas and Znaniecki's 'The Polish Peasant in Europe and America'," in Critiques of Research in Social Sciences I, 1939, p. 29.



factors most published personal documents pertaining to adult student experiences would have to be rated very low. The very fact that an article is written for publication, particularly if it appears in a "popular" magazine, would lead one to suspect that it might be superficial or deceptive.

The self-selection factor would lead one to suspect that the articles which are available are not representative of the adult experience as a whole. (It is perhaps asking too much for a drop-out to write an article about his experiences, and even more for an educational journal to publish such an article.)

An annotated bibliography has been prepared indicating those first-person documents reasonably available. It has been divided into three sections: articles appearing in professional education journals, films and articles appearing in popular magazines. However biased these latter reports may be, they represent the way in which the adult student role is presented to the general public (including many potential students). This bibliography appears on pages 67 - 70.

A quick review of this material will demonstrate that little has been published which bears upon the part-time adult student role. A number of the reports included in the bibliography are quite tangential to this central issue, but have been included because they are deemed to have at least partial relevance and because they represent what, for purposes of this study, are the best published materials available.



CHAPTER III

STATEMENT OF THE PROBLEM

The central problem with which this study has been concerned is illustrated by the picture on the following page. What is it like for these adults to be part-time students in this typical classroom situation?

It has been proposed that an adequate sociology of education should:

. . . facilitate a total approach to the individual in his situation. It must permit reference to what he is, what he could be now, and what he might become; to his view of himself, others' views of him, and his intentions for himself; to his role-systems and opportunity structures presented to him; to the complexity of his motivation, which is always far beyond anything which can be formulated; to his family, vocational and community relationships; and to the institutional, historical and cultural components that provide and circumscribe his experience.¹

This preliminary study is more modest in its scope than that suggested above, but it does attempt to explore the adult student experience and its meaning, giving particular attention to the experience as a whole from the student perspective.

This type of exploratory study does not lend itself to an acceptance or rejection of formally stated hypotheses. Rather, the purpose of this study may be stated as an attempt to provide:

¹Ralph Ruddock, "The Sociology of Adult Education: A Plea for Humanism," Studies in Adult Education, April, 1971, p. 18.



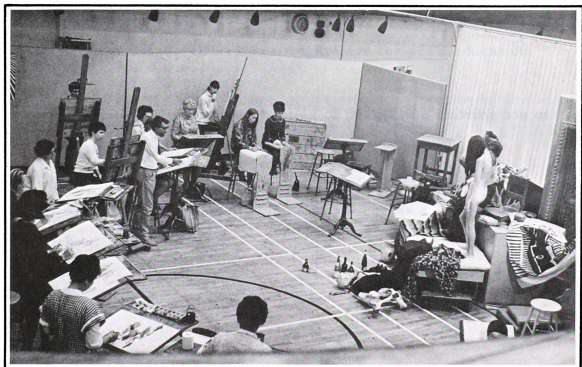


FIGURE I: ADULT STUDENTS



- (a) some insight into the kind(s) of information which should be provided to prospective students in catalogues, advertisements and counselling to help them make a better selection of programs,
- (b) some indication of the differences in student and teacher perceptions of the learning situation, as well as an indication of the implications these differences might have for adult education teachers and administrators,
- (c) some indication of the possibilities of presenting information of this type through the use of the newer technologies,
- (d) the sort of overall background knowledge about adult students which other more precise studies might use as a context or framework.



CHAPTER IV

STUDY METHODS

A. HUMANISTIC RESEARCH

Criteria which have been suggested for evaluation of humanistic research by Sargent include: (a) its breadth and inclusiveness, (b) its social orientation, (c) a focus on the experiencing person, (d) a concern with higher human qualities, (e) the consideration of values, goals and purposes, and (f) a methodology which is problem-oriented rather than technique-oriented.¹ The methodology of this study has been developed and tested against these criteria.

B. ANALYSIS OF PERSONAL DOCUMENTS

The use of personal documents has frequently been criticized as "unscientific" and open to many sorts of bias. While many of these criticisms are well taken, the method has been recognized by Allport as a legitimate form of personality assessment.² He also points out that, "In the single case confronting him, he [the scientist] finds the vivid and irreducible stuff that constitutes such knowledge as to him is immediately certain and trustworthy."³

¹S. Stansfeld Sargent, "Humanistic Methodology in Personality and Social Psychology," in Challenges of Humanistic Psychology, ed. by Bugental, p. 127.

²Allport, Pattern and Growth in Personality, pp. 399-410.

³Allport, The Use of Personal Documents, p. xi.

The following approaches are proposed as ways of overcoming in this study some of the more frequent criticisms levelled at this approach:

--use of adult subjects since "subjective life grows important as adulthood approaches."⁴

--use of several subjects so that, "The sheer weight of numbers tends to confer upon the documents 'representativeness, a certain adequacy and reliability that cannot be ignored'."⁵

--use of as few subjects as is consistent with the above in order to minimize the temptation to resort to "glittering generalities."⁶ William James reminds us of the importance of focusing on the individual saying:

Probably a crab would be filled with a sense of personal outrage if it could hear us class it without ado or apology as a crustacean, and thus dispose of it. 'I am no such thing,' it would say, 'I am myself, myself alone'.⁷

--face-to-face, non-threatening interviews to permit maximum attention to the factors proposed by Combs and Snygg as affecting the accuracy of the description of the phenomenal self through a self report:

(a) the clarity of the subject's awareness,

(b) the presence or lack of adequate symbols of expression,

(c) the social expectancy,

(d) the co-operation of the subject,

(e) freedom from threat and the degree of personal adequacy.⁸

⁴Ibid., p. 80.

⁵Ibid., p. 20. Internal quote from Blumer, "An Appraisal," p. 37.

⁶Allport, The Use of Personal Documents, p. 62.

⁷William James, The Varieties of Religious Experience, 1902, p. 9.

⁸Combs and Snygg, Individual Behavior, pp. 440-442.



- use of an adult student as interviewer, since "communication is possible through that part of the phenomenal field that is common to two persons."⁹
- the use of supplementary information (interviews with teachers, visits to classes) to provide additional information about the experience.
- Allport notes that in autobiographies, "as the recorded story approaches the present it seems to lose perspective. . . . The writer can show the course of the past, but is confused regarding the significance of present events and experience."¹⁰ But it has also been pointed out that, "Other things being equal, what an individual is able to perceive in any situation will depend upon the length of time he has been exposed to the event."¹¹ In this study the subjects were exposed to the situation for only a brief period by the very nature of the experience. It was hoped that the immediacy of the interview would minimize this effect, while the use of several subjects and the interviewer's viewpoint would minimize the loss of perspective in "recency" situations.

⁹ Ibid., p. 31.

¹⁰ Allport, Pattern and Growth in Personality, p. 404.

¹¹ Combs and Snygg, Individual Behavior, p. 80.

C. SAMPLE SELECTION

Students registered in courses which met the criteria of this study (see definition, p. 6), sponsored by the Extension Department of the University of Alberta formed the population from which the sample was selected. The Department of Extension offers courses on a non-credit and a "certificate credit" basis to adult students in liberal studies, fine arts, business, agriculture, administration and professional fields. Some of these courses require university admission status or further professional training--others have no firm admission requirements, but in general attract students who have already completed the basic education required for initial entry to their professions or other vocations.

A sample of students was drawn from those courses offered during the fall and winter of 1970-71. Since students are permitted to enroll in these courses up until the opening session, it was not possible to draw a random sample; therefore, it was decided to use a quota sampling technique.

Since it was the purpose of this study to gather a selection of part-time adult students, so that the range of perceptions of the student role would be as wide as possible within the parameters of the population, the quota sampling technique was deemed acceptable. The sample was selected to include students in each of the following categories:

- male and female
- credit programs and non-credit programs
- vocational (business and professional) and liberal studies (including fine arts).



Other factors which might be important but which were not included in the quota criteria at this time were:

--socio-economic factors

--prior educational experience--basic education and adult education experiences

--age. Variation in this factor was partly controlled by limiting the study to those aged 25 to 55.

Sample A consisted of students who were individually interviewed about their expectations prior to the first class of their chosen course; they were also interviewed about their experience on completion of the course. The sample was drawn to provide two students in each of eight cells, the divisions being based on sex, orientation of course (vocational versus liberal studies) and credit (certificate credit versus non-credit). Since it was anticipated that there might be some loss in the sample over the period of the course (class cancellations, students moving away, etc.) it was decided initially to select three persons per cell for Sample A to provide some insurance that it would be possible to make two matches per cell for samples B and C. (Since some cells were completed with the original two students selected from courses ending in the fall term it was not necessary to choose a third in all cases.)

Sample B consisted of students matched as closely as possible with those in sample A on the basis of type of class, age and sex. All students in both samples A and B fell within the 25-55 year age limits selected for this study.

A further restriction on the sample was that no classes taught by the investigator or her husband be included in the list from which the sample was drawn, since it was felt that this might influence student



response. All other regular evening classes (those meeting once or twice a week over a period of at least five weeks) were included in the original pool from which the sample was drawn.

Sample C consisted of instructors interviewed individually on completion of the courses in which students in Samples A and B were enrolled. One instructor was teaching two of the classes selected; two instructors were not available for interviews. Instructors were included to discover possible differences in viewpoints about student roles.

The validation groups were drawn separately from similar classes in progress in the spring, 1972 term. It was planned to have eight groups of six students each view the preliminary tape-slide presentation and comment upon its accuracy in reflecting student perceptions. Half of these groups were drawn from students in credit programs, the remainder from non-credit programs; all participants were within the 25-55 year age range.

A summary of the samples will be found in Appendix A.

D. INTERVIEW TECHNIQUE

Rosenthal has commented upon the likelihood of experimenters biasing the results of psychological experiments through their subtle communication of expectation to their subjects.¹² In this study an attempt was made to make deliberate use of the "highly effective and influential unprogrammed and unintended communication with one another"¹³ which he describes.

¹²Robert Rosenthal, "On the Social Psychology of the Psychological Experiment," American Scientist, June, 1963, p. 279.

¹³Ibid.



Jourard has indicated that one method of increasing subject openness is for the interviewer to be open with the subject. In this way the effectiveness of communication may be enhanced and bias at least brought to a conscious level.¹⁴ Using the technique of "invitations" each subject was invited to explore the adult part-time student role as he saw it.

Each person was interviewed individually, by appointment, at a time and place convenient to him/her (generally at home or work, although a few preferred to come to the university). Each person selected was told that the interviewer was a member of the staff of the Department of Extension, but that the information from the interview would remain confidential. (Taking time for such an interview seems to have been rather low on the students' priorities; while there were no outright refusals to be interviewed, considerable difficulty was encountered in arranging suitable times for several people and six failed to keep appointments. These latter were replaced by other suitable students when possible. All of these "no shows" occurred in Sample A--the pre-course interviews.)

The "invitations" of the interview centered around the student's expectations and perceptions about:

- the kind and amount of work which would be required and/or which he would do
- the skills he had as a student
- the kind of experience he expected to have in class
- relationship to the instructor

¹⁴Jourard, "Experimenter-Subject Dialogue," p. 25.



- perceptions about the instructor
- relationship to other students
- perceptions about other students in their student roles
- goals
- kind of behavior which would be expected in his student role
- kind of sanctions which would be applied against undesirable student behavior
- size of class
- content of course
- environment for class
- conflicting demands against student roles.

To provide a skeleton structure a number of topics were typed individually on 3x5 cards; this pack of cards was given to the interviewee and he/she was requested to turn up the cards one at a time and to respond to the items; where appropriate further probing questions were used for clarification or to obtain additional information. In a few instances where the interviewee seemed hesitant or reluctant the interviewer turned up the next card to move the interview along. The interviews averaged about thirty minutes each, with a range from twelve minutes to almost two hours.

It had previously been decided that if permission for tape-recording were refused, or if it were not possible to record, the interview would still be conducted with the interviewer recording written responses. If permission for the interview was refused outright:

- in sample A the respondent would be replaced with another student meeting the quota criteria,



- in sample B he would be replaced by another student from that class meeting the criteria,
- if an instructor refused to be interviewed, no replacement would be made.

All except two interviews were recorded with the knowledge and consent of the interviewee. One interviewee asked that the tape recorder not be used since she had not liked the course and did not feel free to make critical comments on tape. Technical difficulties prevented recording one other interview in its entirety and part of two others; in all of these instances notes were made during and after the interviews. (These interviews did not seem to differ noticeably from those which were recorded.)

Three interview schedules (see Appendix B) were used: schedule A for students interviewed prior to classes, schedule B for students interviewed at the completion of their course and schedule C for instructors.

E. REPORT FORMAT

The material from the taped interviews along with slides which had been taken of classes and related activities formed the basis of an audio-visual presentation which was to express the essence of the part-time adult student experience as described by the students. All of the interview tapes were transcribed and the typescripts were reviewed to select a pool of significant comments for possible inclusion in the finished tape. These were further edited to eliminate redundancy, pauses, et cetera, before inclusion in the finished sound track. A number of student comments were also made into slides for the visual portion of the presentation.



When the preliminary audio-visual presentation had been prepared, students from similar courses then being given in the same institution were invited to view the presentation in small groups and to make comments about its accuracy in presenting their views. It was assumed that these students would be sufficiently like the sample groups to function in this way; the alternative of using the same students for the validation groups as in the original samples was abandoned in view of the high mobility of the population. These review sessions were also tape-recorded. It was anticipated that bringing the students together in groups would have two effects: they might be more willing to criticize the presentation than in a single-person session with the investigator, and they might also trigger comments from each other which had not emerged in the original interviews. This feedback technique has been used with success in certain film and community development projects to achieve these effects. Here the emphasis is on altering the presentation until it reflects the participant's opinions and feelings. Nielsen describes a variation of this "method of self-confrontation" as, "making use of the intense, sometimes painful self-awareness when pictures are being taken and the involved self-awareness when they are shown to the person later on."¹⁵

It may be worth noting that the technical qualities of the interview tapes caused some problems at this point. Since the object during the initial interviews had been to hold the interview at a place convenient to the interviewee and to make the interview as relaxed as possible (i.e., without constant attention to the tape recorder) there was

¹⁵Gerhard S. Nielsen, "The Method of Self-Confrontation," in The Study of Lives, ed. by Robert W. White, 1963, p. 125.

considerable background noise and sound level fluctuation on some of the tapes. While this was never so severe as to prevent hearing what was said, these disturbances would have made the audio-visual presentation much more difficult to follow. To overcome this difficulty certain comments were replaced with others similar in content from clearer tapes. This accounts for the apparent omission of certain interviews from the final presentation and overuse of other interviews. A musical background was also added to the final presentation to mask some of the sound difficulties.

A two-screen slide-tape presentation lasting about twenty minutes was prepared based on this available first-person material and shown to groups of students currently involved in extension programs for validation purposes. This form of presentation was selected as being the mode which best combined economy of time and money (one of the criteria for this report) with flexibility and interest. The technique has had growing popularity in education and industrial fields as a method of presenting large amounts of material where overall impressions rather than discrete facts are to be communicated.^{16, 17}

As noted previously, the original plan called for eight validation groups with six students in each. There was some difficulty in securing active co-operation of students, so that even when six students had agreed to participate in each group, the average attendance was only three. However, those who attended the validation groups participated

¹⁶J.F. Kilmartin, "Creating the Multi-Media Environment," Industrial Photography, Jan., 1969, pp. 56-58.

¹⁷Peter Singer, "Images Unlimited," Industrial Photography, July, 1968, pp. 90-91, 99-101.



well in the discussion. Two groups were selected, from each of liberal studies credit and non-credit students and vocational credit and non-credit students; thus, it seems likely that the range of comments was not unduly restricted insofar as those who attended represented adult part-time students in general.

Each group was briefly introduced to the purpose of the meeting. Then the slide-tape presentation was shown and those present were asked to give an immediate response to the presentation on paper (see questionnaire in Appendix E) as well as participate in a tape-recorded discussion. This permitted us to get individual reactions uncontaminated by interpersonal influence as well as providing an opportunity for students to interact with each other over material significant to them. This latter technique has been the basis for much recent work in the use of film and videotape in community development projects and seems to have worked well here in generating useful discussions. Groups commented from 30-90 minutes following the presentation.

As a result of comments made by the earlier groups some small changes were made in the audio-visual presentation. The later groups generally agreed that the presentation as it now stands is an accurate representation of the part-time adult student's viewpoint.

The tape-slide presentation in its revised form was then re-photographed (to ensure that slides would be shown in their proper sequence) and a "change slide" cue was added to the sound track. These changes did not affect the presentation as seen by the audience; however, they permit this material to be used by anyone who is willing to set up the equipment and eliminate the need for the projectionist to follow a complex script.



CHAPTER V

RESULTS

A. FINDINGS

1. Audio-Visual Presentation

The slide-tape presentation forms the major report of the findings of this study. It cannot be stated too strongly that this audio-visual material forms the core of this report, with the written material serving principally to explain and elaborate these findings. (The script of the slide-tape presentation will be found in Appendix D.) There are, however, a few comments on both the findings and the process presented here since they are not included in the audio-visual record.

2. Student Profile

All students in this study were between 25 and 55 years of age; equal numbers of men and women were interviewed.

Students were asked about their income level and previous level of education at the close of the interview. Results for those included in the final samples are shown in Tables 1 and 2.

While no intensive study has been done of students in these Extension courses, the findings would seem to indicate that the sample population did not differ greatly from the normal range to be found in Extension classes.^{1,2} Those in the lower income and education levels

¹Kanun, Evening Class Student Characteristics, 1965.

²University of Alberta, Brief to the Royal Commission, Appendix C, 1968, n.p.



TABLE 1: INCOME LEVEL

	<u>No.</u>	<u>Percent</u>
less than \$4,000 per year	2	6.5
\$4,000 - \$6,999 per year	8	25.8
\$7,000 - \$9,999 per year	7	22.6
\$10,000 - \$14,999 per year	10	32.2
more than \$15,000 per year	4	12.8

TABLE 2: PREVIOUS LEVEL OF EDUCATION*

	<u>No.</u>	<u>Percent</u>
less than high school	0	0
high school graduation only	10	32.2
some technical training or university	3	9.7
technical institute graduate	5	16.1
university graduate	10	32.2
post-graduate training	3	9.7

* Some students (primarily those of European origin) had credentials which were difficult to place on this scale. The most appropriate category has been estimated in these instances.



are very under-represented in proportion to their numbers in the total community.

There seemed to be a higher than normal proportion of foreign-born students among the sample population (7 out of 31 as determined by their responses to the question on previous education). Since this was a small sample and since there was no control for this factor this may well be a false lead, but one might speculate about the relationship between prior experience and willingness to participate in adult education.

3. Student Responses

As indicated in the previous chapter adult part-time students seemed to place a low priority on inquiry into this area, as evidenced by the reluctance of some to participate in this study. While there were no outright refusals to participate in the original interviews or validation groups, it was often extremely difficult to arrange a suitable time and place for a meeting because of the students' many prior commitments. Frequently they did not keep pre-arranged appointments, and those who did often remarked that they "almost hadn't come"--again because of time pressures at home or work. While some of this resistance might be attributed to rationalization of other factors, this same pressure upon busy adults to be elsewhere was frequently mentioned by students as a factor interfering with their studies. Even highly motivated students tend to "fit the studies around whatever else has to be done;" and several students in the validation groups related their discontent with the apparent inefficiency of the educational process to this same problem. This finding is consistent with other studies,^{3,4} and perhaps points to

³Lacognata, "Role Expectations," p. 83.

⁴Erickson, "Analysis of Selected Characteristics," p. 189.



one of the major difficulties of those who teach adults: while the instructors interviewed as part of this study acknowledged in a rather abstract way that their students had other obligations, one was left with the impression that any change in teaching method or program in recognition of this was seen as a concession and diminution of the program rather than as a potentially positive move to increase the effectiveness of teaching.

Tough has commented on the reluctance of people to talk about their experiences as adult learners. He noted that people were usually eager to talk about their learning projects, once the interview was started, but that in our society "for some reason people usually do not discuss this topic (their learning projects) at parties or the dinner table."⁵ Perhaps this is one measureable difference between adult part-time students and their full-time graduate or undergraduate counterparts.

There seemed to be some relationship between age (or perhaps recency of previous academic experience) and expectations about study and the student role which this study was not able to delineate. My impression is that the younger students were perhaps more demanding of their instructors whilst the older students were less demanding but expected a fairly traditional lecture approach from the instructors.

There seemed to be little or no difference between men and women in their expectations of their study experience or in their perceptions of their student roles in this study. Basic circumstances and motivation seemed more important. Those students whose motivation for taking a course might be described as "instrumental" (for a definite

⁵Tough, The Adult's Learning Projects, p. 19.



external reson) rather than for intrinsic reasons were more like each other than were males or females as such.

4. Interview Technique

A small cassette battery-operated tape recorder was used for all interviews in this study. On the whole it proved a very effective tool since it required minimum attention and was small enough to be readily portable and inconspicuous when in use. However, the disadvantages imposed by limited fidelity of sound reproduction were very evident when the slide-tape presentation was being prepared from a "third generation" tape.

A similar situation arose with the decision to use C-120 cassettes for recording purposes. Here the advantages of being able to record for an hour at a time had to be weighed against the tendency of these very thin tapes to jam and break in the midst of the interview or during transcription.

An additional difficulty encountered here (which perhaps would not recur in similar studies) was the large number of interviewees who had European accents. While their comments in isolation were often much to the point, the mixture of accents on the combined tape tended to reduce its intelligibility for first-time listeners.

Similar problems presented themselves in obtaining visual material for the report. The desire to interrupt regular class activities as little as possible led to a decision to use no flash bulbs or extra lighting, but rather fast film and existing light. The resulting photos were often too dim to be acceptable, and variations in light levels, density and color have proved annoying to a few photo enthusiasts among the viewers in the validation groups.



The interview technique was adapted from the "invitations" technique described by Jourard. In the original the interviewee is invited to ask the interviewer any question from a prepared list which he or she would be willing to answer in turn; the questions range from those which have little emotional impact to those which are quite personal; in general a large degree of self-disclosure is reported.⁶

The technique as used in this study did not seem to produce the same degree of openness. In general the more unlike the interviewer and the interviewee the more the situation tended to resemble a standard "question and answer" type of situation. The more alike the interviewee and the interviewer (sex, similar student experience and age seemed to be relevant factors in that order) the more the situation resembled those described by Jourard, with openness and two-way information flow.

This is a very subjective impression, which might be substantiated by a content analysis of the interview tapes. However, since revalidation of the invitations technique was not a part of this study no further work has been attempted in this area.

One might also speculate that the low involvement of many subjects in the interview situation had its roots in their low emotional investment in the student experience. Again this is a somewhat subjective impression but is supported by the rather instrumental approach to the student experience taken by many. This is expressed in such words as:

⁶Jourard, "Experimenter-Subject Dialogue," pp. 18-34.



" . . .it did look like it (the course) had something worthwhile, worthwhile for me." (tape 2, side 2)

" . . .I just can't see wasting my time going to something for the sake of it." (tape 3, side 2)

While one might expect some expression of this attitude from those taking credit and/or vocational programs, it seemed to be quite general among all those interviewed. The contrast between this attitude and that of Houle's "learning-oriented student"⁷ reminds one of the difference between the man who lives to eat and he who eats to live. The latter is not apt to be very effusive about his experience; neither are the students who have an instrumental approach to learning.

5. Report Format and Budget

An early decision was made to confine the report to a fairly simple format--two-screen slide and single-channel audiotape. This seems to have been a sound decision on several grounds:

- the 35mm camera and small tape recorder were relatively easy to operate, and inconspicuous when used to gather material. A 16mm camera and/or larger audio-tape equipment would have been much harder to handle.
- cost, both in production and use. Obviously this factor is not unimportant to a student preparing such a report; however, this factor will probably also be of concern to others who wish to use a similar technique for reporting findings.

⁷Houle, The Inquiring Mind, p. 24-29.

BUDGET

FOR AUDIO-VISUAL PRESENTATION

Original photography, film and processing (40 rolls x \$4.50). . .	\$180.00
Audio tapes for initial interviews (3 doz. cassettes)	90.00
Audio tapes for editing and final copy (6 reels @ \$2.50)	15.00
Transcription of audio tapes (632 pages)	221.20
Rephotographing slides (film and processing for two sets, 15 rolls x \$4.50)	67.50
Miscellaneous materials (filters, mounts, masks)	50.00
TOTAL	\$623.70

Equipment rental and personnel fees (no cost to this project but should be considered if other similar projects are undertaken).

Photographer, \$10.00/hr. @ est. 2 hr. per roll of film	\$1,100.00
Sound Mix and re-recording, 10 hrs. @ \$60.00/hr. (including equipment)	600.00
Equipmental rental (basic tape recorder, 2 slide projectors)	250.00
TOTAL	\$1,950.00

It is estimated that additional copies of this audio-visual report could be produced at a cost of \$60.00 each.

--flexibility. The ease with which both audio and visual portions of the presentation can be altered permits continuing changes to be made to accommodate new or revised information--a particularly useful aspect to this type of report.

--simplicity. While simplicity of operation will greatly increase the potential use of this format, an important factor to consider is the impact on the audience. Many professionals in the audio-visual field may dismiss this as too simple; however, the validation groups indicated in their comments that they found it absorbing and full of interest; one person indicated that she found it "too much", but responded better on a second viewing. This type of response might vary widely with the age and previous audio-visual experience of the group, but it would seem to indicate that this relatively simple technique has a high impact with this target audience.

The final budget for the audio-visual portion of the report, shown on the previous page, compares favorably with the original estimate.

B. IMPLICATIONS FOR ADULT EDUCATION

Each adult educator may be expected to draw some conclusions of his own from the findings of this study, depending upon his or her own programming and clientele concerns. There are, however, a few aspects which seem to be of general enough concern to warrant specific mention.

The adult students interviewed for this study seemed most concerned with what might be termed the "efficiency" of the programming. Many were quite willing to spend several hours per week on classes and related activities--but only if these were perceived to be "useful" in relation to their own goals. This would seem to point up the need for a greater awareness on the part of the instructor as to just what the goals of his students are and for more attention being given to explaining the rationale behind a particular set of learning activities to adult students. Increasing instructor awareness of student goals may be difficult in the face of the student's tendency to give the answer he thinks the instructor wants to hear, but it should be consciously and continuously attempted (rather than assuming that the students accept the instructor's or the institution's goals).

Explaining the purpose (objectives) of a particular set of learning activities may be more important in some circumstances than others. While instructors and students probably both assume that "everybody" knows why the instructor lectures, the use of teaching methods which may be unfamiliar to students with a traditional educational background is probably essential; i.e., case study, simulation exercises, programmed texts, etc. As Houle notes ". . . (adult students) would not undertake any other skill with the expectation that they could perform it perfectly the first time they tried,"⁸ but often both they and the educators expect first-time success and satisfaction with learning activities.

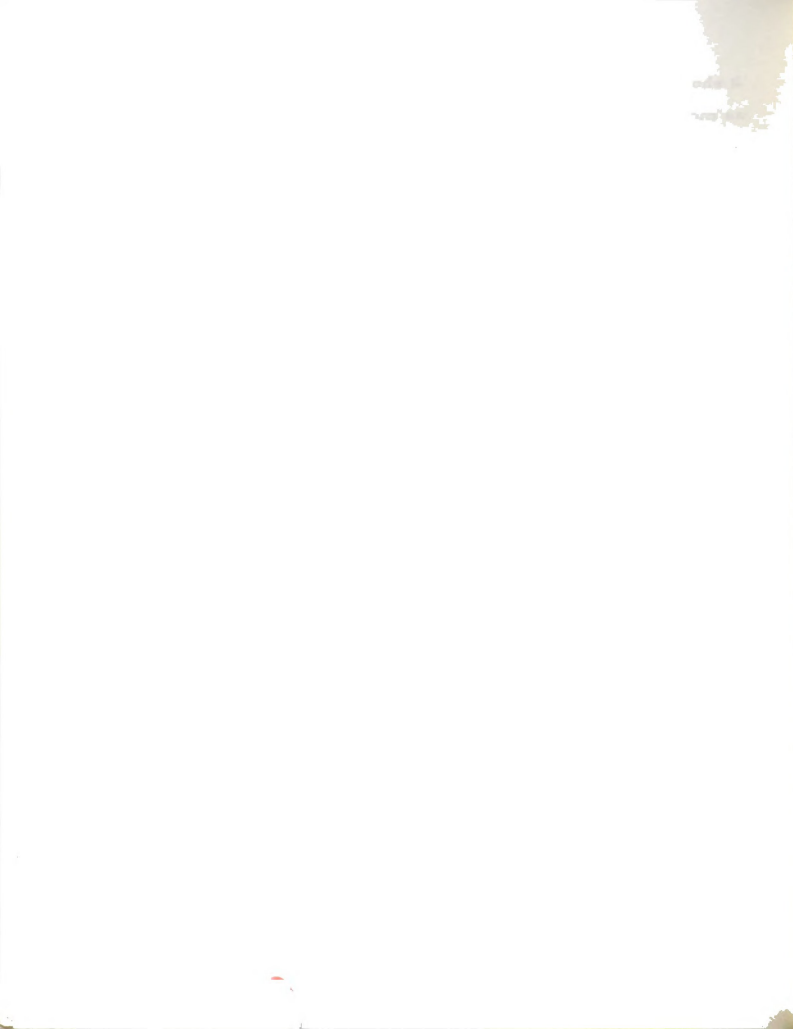
⁸Houle, The Inquiring Mind, p. 29.



It should be interesting to note the variation in this need which occurs as more of those who have been exposed to a variety of learning experiences join the ranks of adult students; perhaps then the educators might find themselves justifying the use of lectures in a particular situation.

A related aspect which both students and some instructors repeatedly mentioned was the need to gear programs to adult needs. Many spoke with evident appreciation of the fact that they were treated "like adults," with more equality between instructor and student; others indicated that both they and/or the instructor had some difficulty adapting to a changed role. Almost all of those interviewed indicated that they liked to have their own life or business experience taken into consideration in discussions and other activities; several indicated that they valued the opportunity to learn from the other adult students as well-- but some seemed to have difficulty with this latter point and seemed to think that presentations by other students were a waste of time (and money).

Another aspect of programming efficiency which seems particularly important to the adult part-time student is what might seem to be relatively minor mechanics of organizing and offering a course. While the young full-time undergraduate may not like the complicated process of registration, the frustrations caused when textbooks do not arrive until the class is well advanced or unexpected schedule changes, he is perhaps resigned to a certain amount of chaos, and is unlikely to have problems with all of his courses at once. The adult part-time student, on the other hand, experiences any difficulty with his one course as a difficulty with his whole educational experience. While he may not be as vocal about his frustrations as the young undergrad he seems to



remember these irritations for a long time, and these memories perhaps color his whole attitude towards a particular institution or the adult student experience as a whole. As in many other areas of life, the things which go right are often unnoticed, while difficulties are magnified, but in view of the "public relations" function often assigned to adult education programs by their sponsoring institutions it is perhaps well to keep the perspective of the part-time student in mind.

Still another related difficulty mentioned by many students and instructors was the problem of access to related educational resources (library, language lab, etc.). In many instances the student made little or no attempt to use such resources, or resisted attempts to direct him to outside reading. This again seems to be a function of the added difficulty for part-time students of returning to a central location, but also may be a carry-over in attitude from their previous educational experiences in which all information was presented either through the teacher's lectures or through a textbook. The many adult students who continue to follow this pattern seem to leave themselves with thinner experiences than they might otherwise have had.

On the basis of this study it is difficult to get any firm idea of students' reactions to the monetary costs of their studies. Approximately half of those interviewed had their tuition fees paid by their employers. It may be assumed that those who found the fees too costly simply did not enroll in the programs. The above-average income level of students interviewed would seem to lend some support to this idea.

The classroom setting, or environment for learning seemed to evoke a wide range of reaction. Some students were quite emphatic about their preferences while others were just as adamant that it made no



difference at all. In view of some of the research which seems to indicate that environment can have a measurable effect on interpersonal relations (even though its effect is unrealized by the participants)⁹ it would seem that this topic deserves a more thorough investigation. Since most adult students use facilities which are not specifically designed for their needs but which are "available" this may seem to be a futile endeavor; however, since there may be some choice available to the programmer or some possibility of making small but significant changes, this aspect of the learning environment should probably be given greater attention from a research point of view and in practice.

Despite the often expressed hopes of adult educators that adult students would be motivated by the desire to learn something for its own sake, this was not often articulated by either the students interviewed or those in the validation groups. Instead they seemed to be much more externally motivated, either by a need to secure additional credentials, or by social needs not particularly relevant to the course content. For example, some business people mentioned their desire for a change of pace and indicated that they would take almost any "general interest" course which happened to fit with their schedule.

While it is always possible that these findings apply only to these particular students, the consistency of response across the breadth of the sample chosen would seem to indicate a more widespread concern. Caution should nowever be used in generalizing these findings to other institutions.

⁹Norbett L. Mintz, "Effects of Esthetic SurroundingsII: Prolonged and Repeated Experience in a 'Beautiful' and an 'Ugly' Room," Journal of Psychology, 1956, pp. 459-466.



CHAPTER VI

SUMMARY AND CONCLUSIONS

This study has attempted to explore some facets of the adult part-time student's experience through an examination of first-person interviews and personal observation. The findings are presented in the slide-tape presentation which accompanies this document.

Because the sample population consisted of students from only one university extension department and only those enrolled in rather traditional courses, caution must be used in generalizing the findings to other groups of adult students.

This study had two major purposes: (a) to collect a number of first-person documents from adult students about their student experience and (b) to present the findings in a format which would attempt to express feelings as well as factual data. (A tape-slide presentation was selected to present the data because of its simplicity of operation and economy of production--necessary characteristics if it is to be a model for similar studies.) The study was partially successful in reaching these goals and answering the questions posed on page 37.

Part-time students from both "certificate credit" and non-credit classes in both vocational and liberal studies categories were interviewed. There were an equal number of male and female students, all between 25 and 55 years of age. Little difficulty was encountered with the technical aspects of the interviews, but the interview format,



based on the "invitations" technique seemed to have restrictions as a method of gathering information when the interviewee was unlike the interviewer with regard to age, previous student experience and sex. Further exploration of this type of interview technique would help to delineate its limitations as a method of gathering specific information.

The findings (based on what the students said in their interviews) which would seem to have the greatest implications for program planning were that:

- one of the greatest sources of difficulty for adult part-time students is the conflicting demands of work and family on their time for studies; this seems to magnify their discontent with the "inefficiencies" of the educational system.
- the great majority of students in the samples selected for this study had an "instrumental" approach to their studies; that is, they had a definite use in mind for the subject matter or the credential or both. Even those enrolled in liberal studies, non-credit courses held this attitude rather than that of learning for its own sake. Further study would be needed to determine the factors underlying this attitude and its prevalence among adult students in other situations.

Other less pronounced findings which might also warrant further study were that:

- student opinions about the importance of the physical environment of the classroom ranged widely but were strongly held. One might question whether it genuinely "does not matter at all" to many students, or whether they are lacking a basis of comparison and/or awareness of how such factors affect their performance.

1000
1000

--student opinion about the merit of different styles of teaching also varied. Those with more recent experience as students (a factor probably also related to age) tended to be less tolerant of any "poor teaching methods" but more accepting of a wider range of methods. One might ask how the other students could "learn to learn" with techniques other than the traditional lecture method.

Developing a method of presenting the findings in a way which was both economical and faithful to the original material also presented some difficulties. Several types of presentation were considered before a two-screen slide-tape format was chosen on the basis of its low cost and the relative ease with which the content could be modified during the validation process. The overall cost of this presentation as compared to costs of a written presentation would make it a feasible report method for similar projects. The final form of presentation with the visuals for both screens on one slide and synchronized sound allows any potential viewer to use the presentation without the aid of a projectionist or script provided the user has compatible presentation equipment.

A major drawback to the use of this form of reporting is the amount of time required to prepare the material for presentation. While this might be shortened somewhat as those involved become familiar with the techniques it seems likely that this method will not provide any saving in time over a conventional written report and will likely take longer if there is to be more than a superficial treatment of the material gathered.

A definite drawback to the use of this type of audio-visual reporting is that it is much harder for another investigator to assess the adequacy of the final report. In essence, one must either accept the

statement that the validation groups found the report to be satisfactory, or one must return to the original material and rework the data.

This study assumed that some information would be presented through the slide-tape medium which would be "lost" in a written presentation of the findings. The study was not designed to test this assumption, but it should be noted that much work remains to be done to discover which modes of information transfer are most effective for specific types of information. It seems safe to say that the audio-visual method chosen here conveys information about the students' environment, some of their non-verbal reactions, and a general impression of the feeling behind some of their statements.

This study then has presented those facets of the adult part-time student experience which reflect the students' feelings about the educational environment--teacher, fellow students, classroom and family attitudes; as well it has examined the students' rationale for participating in the "continuing education" experience.



BIBLIOGRAPHY



BIBLIOGRAPHY

A. ANNOTATED BIBLIOGRAPHY OF FIRST PERSON DOCUMENTS

1. Articles from Professional Journals

Berg, Viola Jacobson. (untitled sonnet). Continuous Learning, VIII (May-June, 1969), 144.

A sonnet written by a fifty year old woman who has just recently enrolled in college. It expresses her fascination with knowledge and her struggle.

Boyer, Lyda. "A Case History." Education and a Woman's Life. Edited by Lawrence E. Dennis. Washington: American Council on Education, 1963, pp. 92-94.

A report by one woman of her educational development, including her participation in the early years of the "Minnesota Plan" (a program for women continuing their education after a gap of some years).

Chaplin, Sylvia. "Enquiry--Mature Thoughts from a Student." Adult Education (National Institute of Adult Education), XLII (May, 1969), 18-24.

An essay written for application to a residential college by an English woman in her thirties. It contains a thoughtful analysis of the role and status of adult education in Britain as well as a detailed personal account of the author's own educational experiences from childhood through a series of adult education experiences. By her own description the author is:

. . .not outstanding in any way, nor can I claim to be one of those mature students who are self-taught and well-read despite all obstacles. I am just one of the countless thousands of ordinary men and women in this country who have missed out educationally and have had to make their own decisions about their future from a very early age, . . . and who have not always decided wisely or in their own best long-term interests.

Curry, Volna M. and John H. Davis. "Nobody Asked Me." Adult Leadership, XVII (March, 1969), 378-380 and 405-408.

Basically a report of a leadership training program which was part of a Mexican-American Cancer Education Project. The article also reports in more detail the experience of one of the student leaders.



Gardiner, Ray. "Now I, Too, Can Win Friends and Influence People." Learning and Society. Edited by J. R. Kidd. Toronto: Canadian Association for Adult Education, 1963, pp. 359-372.

Author's account of his own and his classmates' experiences in a commercial Dale Carnegie course. On the whole a positive but barbed evaluation.

Houle, Cyril O. The Inquiring Mind. Madison: University of Wisconsin Press, 1961.

An investigation based upon depth interviews of those adults "who engage to an outstanding degree in activities which are commonly thought to be educational." Although the author's purpose was chiefly to examine student motivation, many examples of student experiences related during the interviews are quoted throughout the book.

Hunt, Alison. "Confessions of a Night School Addict." Learning and Society. Edited by J. R. Kidd. Toronto: Canadian Association for Adult Education, 1963, pp. 307-311.

A light-hearted look at the motivations and experiences of evening class students in all types of courses from cake-decorating to advanced graduate study by one who has "been there."

Lautens, Trevor. "Adventures of a Fly-By-Night Scholar." Continuous Learning, VIII (July-August, 1969), 158-160.

One adult student's account of his efforts to complete a bachelor's degree by evening study and correspondence. He asks whether the lack of "scholarship" inherent in such a program might not be balanced by the "production of sheer good character that accrues from the exercise." He also criticizes the anti-intellectualism of many teachers of evening and extension courses.

Reimers, Alfred. "Excerpts from a Learner's Diary or Seven Months at the Ontario Institute for Studies in Education." Continuous Learning, X (January-February, 1971), 2-14.

The author was a "part-time, after-hours student" in adult education and counselling. The diary records his experiences and reflections on two half-courses; it catalogues very little specific learning except for that listed in the final summary. Nevertheless Reimer concludes that keeping a diary was a useful exercise in helping him sort out his ideas on various issues. (One of the recurring problems was his decision on what courses to take to fulfill both his own needs and the institutional requirements.)

Rogers, Carl R. "Personal Thoughts on Teaching and Learning." On Teaching Adults. Edited by Marilyn V. Miller. Chicago: Center for the Study of Liberal Education for Adults, 1960, pp. 68-70.

In contrast to some of his earlier optimistic statements, Rogers here proclaims that the "outcomes of teaching are either unimportant or hurtful." He describes some of his experiences which have led to this conclusion.



Rogers, Carl R. "This Is Me." Interpersonal Dynamics. Rev. ed. Edited by Warren G. Bennis and others. Homewood, Ill.: The Dorsey Press, 1968, pp. 703-714.

A personal report of significant learning resulting from the author's experiences in working with people in distress.

Stern, Bernard H. Never Too Late for College: The Brooklyn Degree Program for Adults. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1963.

Describes the experience of the Brooklyn College program which admitted adults to advanced standing based on an evaluation of their life experience as well as previous education. The report contains excerpts from written student opinions of the educational program.

Trimble, W.B.S. "A Personal Experience in Adult Learning." Continuous Learning, III (January-February, 1964), 43-45.

The personal account of one forty year old man's experiences in learning to play the trumpet. He emphasizes the lack of environmental support for such a task and describes how his teacher has been able to adapt to his (the student's) needs.

2. Articles from Popular Magazines

This list is by no means exhaustive. The articles listed below do, however, provide a sample of the tone usually to be found in popular writing.

Adams, Ian. "Instant Bilingualism: Or How I Learned French in Two Tortured Weeks." Macleans, July 23, 1966, pp. 18-19+.

A light-hearted account of an adult student's largely successful experience with an immersion course in French. The illustration accompanying this article manages to convey the "mind-blowing" characteristics of such a course quite nicely.

Fraser, Sylvia. "The Thousand Year Week." The Star Weekly Magazine, September 21, 1968, pp. 2-25.

A first-hand account of one woman's experience in a week-long "sensitivity group." She makes some attempt at analysis and interpretation of the experience, but the article largely consists of straight-forward reporting.

Leonard, George and Paul Fusco. "How To Have a Bloodless Riot." Look, June 10, 1969, pp. 24-28.

A description of a racial encounter group by one of the participants.

3. Films

While the films listed below cannot really be considered to be "first person" documents since the production crew intervenes in a very powerful fashion between subject and viewer, they provide a fairly direct insight into the multiple facets of the adult student experience. Because of their relevance to the method of inquiry used in this study, they have been included in this review.

Experienced Hands: (A Study in Continuing Education). 16 mm., sound, b&w film produced by the National Film Board of Canada, 1964.

The story of the Quo Vadis School of Nursing in Toronto which accepts only mature adult women as students. The film shows the students in their day to day activities and includes interviews with the students and their families.

Labour College. 16 mm., sound, b&w film produced by the National Film Board of Canada, 1966.

A Student's view of a trade union summer college organized by the Canadian Labour Congress, The University of Montreal and McGill University.

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APPENDICES



Appendix A

Samples for Original Series of Interviews

Cell	Study#	Initials	Sample	Tape #	Side #	Course Title	Comments
Vocational Credit Male	3	K.C.	A.	6-1			
	25	G.C.	B.	30-2			
	41	R.R.	C.	23-2			
				23-1			
	5	A.H.	A.	7-1		Management	Instructor transferred; not
	27	E.A.	B.	19-2		Accounting	available for interview
				24-2			
Vocational Credit Female	7	C.H.	A.	4-2		Commercial	
	29	L.S.	B.	20-1		Law	
	45	D.P.	C.	20-2			
	11	E.M.	A.	14-2			
	47	J.O.	C.	5-2		Techniques of	matching student not available
				22-1		Interviewing	for interview after 3 attempts;
				22-2			no replacement available
Vocational Non-Credit Male	2	R.G.	A.	2-2		Engineering	
	26	R.M.	B.	32-1		Economics	
	42	J.C.S.	C.	14-1			
				15-1			
	4	E.L.	A.	12-1		Real Time	Instructor not available
	28	R.D.	B.	32-2		Computer App.	for interview
				28-1			



Vocational Non-Credit Female	8	E.N.	A.	12-2 25-2 27-1 18-2	Budgetting for Hosp. Middle Mgmt.	
	30	C.C.	B.			
	46	L.N.	C.			
	12	M.K.	A.	9-1 16-1 19-1	Estate Planning for Women	no instructor interviewed, different guest lecturer each night
	32	M.A.H.	B.			
Liberal Studies Credit Male	15	F.C.	A.	1-1 24-1 30-1 17-1	Oral Fr. I	
	33	B.F.	B.			
	49	K.	C.			
	17	J.R.	A.	1-2 21-2 28-2	Basic Painting moved prior to end of course I	
	35	G.G.	B.			
	51	S.V.	C.			
Liberal Studies Credit Female	19	B.W.	A.	10-1 29-2	Preschool-III	did not want post-course interview recorded instructor not available for interview
	37	M.S.	B.			
	23	M.H.	A.	8-1 9-2 13-1 18-1	Preschool I	
	39	A.F.	B.			
	55	H.C.	C.			

Liberal Studies Non-Credit Male	16	R.C.	A.	3-2 13-2 16-2 15-2	What to listen for in Music
	34	J.N.A.	B.		
	50	A.S.	C.		
	18	N.W.	A.	7-2 27-2 31-1 31-2	Composition & Photography
	36	R.W.K.	B.		
	52	H.H.	C.		
Liberal Studies Non-Credit Female	22	B.P.	A.	17-2	first interview not taped due to technical difficulties
	38	A.J.B.	B.	11-2	
	54	H.B.	C.	21-1	
	24	S.R.	A.	2-1 10-2	not recorded due to technical difficulties instructor refused interview
	40	C.J.C.	B.		
Extra Interviews	57	R.C.	A.	29-1	third student for 3rd cell third student for 1st cell Not within age limits
	58	D.B.	A.	25-1	
	6	L.P.	A.	5-1	
	1	W.J.D.	A.	4-1	Moved prior to end of course third student for 2nd cell
	9	D.R.	A.	3-1	



APPENDIX B

INTERVIEW SCHEDULES

The topics as noted below were typed on individual 3x5 cards. The stack was turned face down to begin with and the interviewee turned up and responded to one card at a time as the interview progressed. The different interview schedules A - C were used with subjects from the corresponding samples A - C.

Schedule A

How easy or how hard it is to be a student.

What it will be like to be in classroom again.

Size of class.

The material to be covered in the course.

How much work will have to be done outside of class.

What the classroom will be like.

What the instructor will be like.

How students will get along with the instructor.

How the students will get along with each other.

How good or how poor you are as a student.

What you hope to get out of the course you have chosen.

What you hope to achieve in the course you have chosen.

What students will be expected to do--not just the course work but how they will behave.



What will happen if a student doesn't live up to these expectations?

Things which will make it easier for you to be a student.

Things which will interfere with your being a student.

Getting to and from class (transportation and parking).

Costs of being a student.

Anything else about being an adult part-time student which you would like to mention.

In which age group are you?

- | | |
|-------------|------------|
| a. Under 25 | c. 41-55 |
| b. 25-40 | d. over 55 |

Your income level is:

- | | |
|-------------------------------|---------------------------------|
| a. Less than \$4,000 per year | d. \$10,000 - \$14,999 per year |
| b. \$4,000 - \$6,999 per year | e. More than \$15,000 per year |
| c. \$7,000 - \$9,999 per year | |

Your previous level of education.

How did you hear about this course?

Did you register in person or by mail?

Schedule B

What was it like to be an adult part-time student this past term?

How easy or how hard it was to be a student.

What it was like to be in a classroom again.

How large was the class? Were there any dropouts?

What the course covered--was it what you expected?

How much work did you do outside of class? Was this too much to handle comfortably? Enough for you to keep up?

What were the text book(s)--if any--like?

What the classroom was like.

Any other facilities you used--library, language labs, etc.

What the instructor was like.

What the other students were like.

How the students got along with the instructor.

How the students got along with each other.

How good or how poor you were as a student.

What you got out of the course.

Things which would have made it easier for you to be a student.

Things which interfered with your being a student.

Getting to and from class (transportation and parking).

Costs of being a student.

Your plans for any future studies.

Anything else about being an adult part-time student which you would like to mention.

In which age group are you?

a. Under 25

c. 41-55

b. 25-40

d. Over 55

Your income level is:

a. Less than \$4,000 per year

d. \$10,000 - \$14,999 per year

b. \$4,000 - \$6,999 per year

e. More than \$15,000 per year.

c. \$7,000 - \$9,999 per year

Your previous level of education.

How did you hear about this course?

Schedule C

What was it like to teach adult part-time students this past term?

How easy or how hard was it for them to be students?

How large was the class? Were there any drop-outs?

What did the course cover--was it what you had planned?

How much work did the students need to do outside of class? Did they keep up?

What were the textbook(s)--if any--like?

What was the classroom like?

Any other facilities you used--library, language labs, etc.

What the students were like.

How good or how poor they were as students.

How well the students got along with each other and their instructor.

Things which would have made it easier for the students to be students.

Anything else which you would like to mention about adult part-time students.

APPENDIX C

SAMPLE INTERVIEW TRANSCRIPTIONS

The two interviews which follow are presented in their entirety, transcribed verbatim from the tape. Transcription of the other interviews or copies of the original tapes are available, but have not been included with this study because of their bulk.

These two interviews were not selected for any special characteristics, but rather to demonstrate the flow of the conversation and responses to the topic cards.

Transcriptions of the comments made by the validation groups are also available, but have been omitted because of their large bulk.



Interview #11 (precourse) (female, vocational, credit)

And as I said, if these click off anything fine, if they don't well we'll just go on to the next one. So for a starter --

Well, it's considerably harder for me to be a student because of the travelling problem, as I mentioned to you. Another reason why I find it's hard is that the method of teaching has changed. For instance now I find that there's a tremendous amount of time wasted by the instructor, in my opinion. Wasted uh -- we will discuss things which don't appear relevant to the course. And then later on, perhaps a few weeks later, you'll get a test and you haven't covered this ground. And then after the test you get the information. Well it seems to me that if you're only going to spend two hours that this should be used (or three hours, or whatever the case may be), that you should get as much information as possible, you should be taught something. And this modern method of wasting most of the class time, and then you read it up and fathom it out for yourself makes it hard. It is possible to eventually by the end of the course to acquire the knowledge, but I think it is made harder for the student than it need be.

Then you would prefer more or less the lecture method to the kind of discussion, which I gather is the method that ...

Yes, some of it. I feel that some of the discussion isn't even relevant you know. For instance when I was taking Psychology 202, (I completed this) we spent a lot of time discussing the Vietnam war in discussion groups. Well psychology is such a big, you know, is such a comprehensive subject itself, that I felt that we should have been discussing topics that were going to help us. But it turned out, we felt that perhaps in some way this would be helpful although we couldn't see it at the time. But we never did ever see where these discussions helped us in the course. And yet we were spending hours and hours at home trying to fathom out things that I feel the tutor, or the professor, would have made quite clear to us in a very short time. And I feel that if we can go 200 miles in snow and ice to get information we should be allowed to expect to get it, rather than to come away and feel _____. There's many times I've come away from a lecture (now not, I'm not criticizing, you know, one particular), this seems to be the method today of teaching. But it seems that you spend all that time and get home at midnight from half past five, and sometimes I feel I've benefitted from the class; many times I feel I've benefitted, but there are many, many times where I feel I, that whole evening was wasted. It didn't contribute anything to what I'm supposed to be studying.

Or if there was something, you're saying that the link isn't always made between the discussion and the subject matter.

Right.

Okay, let's go on to the next point. What's it like to get back into a classroom?

Well, I didn't find this too difficult because I've never really been out of a classroom. It seems that throughout my life I've always been taking additional subjects. After I graduated, a couple of years afterwards, I took another course and then about three years after that I took a further course. And it seems like I've always been in a classroom, either as a student or behind the desk. And so there's never been any real long period that I found --

How big do you think your class is going to be this year?

Thirty perhaps forty. The classes that I've attended have been roughly twenty-five to I think the largest one was 40.

What size would you prefer?

I think that twenty is desirable; I think when it gets to more than twenty-five, I think it's harder for the professor and I think it's harder on the students because you cannot get the same amount of class participation.

And do you know what you're going to be covering this year?

Yes, it's been outlined to us what is going to be covered; could you enlarge on that any?

Yeah, I'm interested in knowing whether you know specifically the course material; some people have a rather vague idea of what they have let themselves in for and I'm interested in knowing whether you know specifically what subject matter you're going to be studying.

Yes, I do, but I think that this is because I've been attending for the last four years and by experience you learn. I felt that this class, a lot of them were almost shocked you know because we're taking a course in personnel and most, the first three lectures have been mostly on psychology. This was fine for me because I had Psychology 202, so, as I mentioned, I found this easy. But some of the course, some of the students appeared non-pleased. They didn't really seem to know what, you know, he was trying to get at.

What about the other course you were talking about before? Do you know what's going to be covered in that?

No, we didn't always know what was going to be covered. It was like a cross, just like a jigsaw puzzle. At first you got no idea, then as you got maybe in the second half of the course it started to take shape, but it wasn't outlined to you in the first instance and I think it would be beneficial if you know what the content was going to be and exactly what was going to be expected of you, I think this would be

helpful.

How much homework are you going to have to do?

Well, a lot, because there's always quite a lot of reading assignments and as I say we quite often have to dig perhaps for material which could be given us in class. I expect now, with two subjects to have to study every evening. I don't feel during the winter with two subjects I'll be able to have any other form or any form of recreation, such as bowling or bridge or any of the things I like to do. I feel that my reading will be just about ~~be~~ fulltime, with two subjects.

And with the kind of job you have, you don't have that much free time leftover.

No, not really.

And have you opinions of what our classrooms, look like, should look like --

No, I'm in a new building, the Marshall Tory building and I think they're very pleasant. I do notice that there's "no smoking" signs up, I think that today we cannot tell people not to smoke. So people I notice stub their cigarettes out. I think that this is unfortunate you know. I think perhaps because smoking is here and here to stay why not provide the ashtrays so that we don't spoil new classrooms. I think they're very bright, and yes the board, you know, chalks and boards, I think that these are very clear. There's all facilities, you can plug in, I play, plug in a tape recorder to record my lectures with the permission of the professor and if you miss anything we can run over it again when we get home and I think that this is just, I have no complaints at all, or criticisms of any kind regarding the classrooms.

What do you think of the instructor, I'm particularly interested in the course you haven't been to yet. What do you think the instructor's going to be like? What sort of a mental picture --

I think this one is going to be very good perhaps more so than some have been. The other instructors I find have been more, they've been quite young and their thinking has been biased toward the younger generation; it's been a case of well "uh you adults uh you treat the young ones real good because you know you're going to be dependent on us and maybe we won't be very good to you in a couple of years" attitude you see. "So you go along with we seventeen year olds and the way we behave because you know really we're the people who are going to have the push you see". I haven't found that with this young one, he's about thirty years old, the young man that we have this time, and I find that his thinking is more, -- he's more, -- I don't know kind of how to express it; he's although his thinking is modern, his thinking is a little more realistic than some, not quite as biased as some that I've listened to. He's very broad minded as are all the professors today

in the younger set. But I think he's knowledgeable, I think he's organized in his program better than the others have done. For instance he's set out exactly what he expects. He expects us to have read Freud by the second and the textbook by the sixth session, and he's also, (although he said this isn't absolutely rigid) he's written down the fifteen weeks and how each week will be covered, what material will be going in. And I feel that this is quite helpful because you find too that you know, he wants us to be prepared for our lectures. So we know how to be prepared because you know what he's going to take that week and you can read up before hand.

So you've got some pretty firm guidelines --

Yes, we've got much better guidelines than we've had in some of the courses. What the other students will be like, in what ways were you thinking, meaning?

Well, are they, as you see them, are they people with sort of interests some like your own or are they quite different.

Oh yes, there very similar. I find that most of them are in the older age group you know, in the thirty-five to fifty-five age group. There's not many very young, I guess they take the daytime courses. They are very similar; they are, people that are in supervisory positions, management positions similar to my own, and their reasons for taking the course are very similar. They're people who are in charge of personnel and interviewing people and in authority and are setting up training programs and so forth, and they all seem very interested. They all seem to be there for what they can get out of the course and some of the criticisms I've heard have been similar to my own. Well, why we're wasting time, why don't we get with it and talk about what we're supposed to be studying. There's a great similarity between us, I would say, in our reasons anyway for taking the course. I think the students accept the instructor. In some courses it's been a case of we've had to because they've felt that if they, if their thinking has been a way out they haven't felt they could criticize this because they may be victimized and not get pass marks. So if the thinking of the instructor is, as I say, away out, they have tolerated the situation. The instructor that we have now, as I mentioned isn't away out, I think he's an excellent man and I feel that the attitude of the class towards him is very good, I think he's well accepted.

So you don't see any problems this time around that there sometimes have.

No, but there sometimes has been, not with me in particular because I'm speaking objectively of the class as a whole.

And I guess you've partly answered this.

Yes the students get along with each other quite well. Yes,



they're mature people as I mentioned to you and it's pretty much the same as almost colleagues in a large organization, colleagues get along well. We people up here, we, I have seventeen supervisors and my supervisors staff in the office here amount to more than twenty nurses alone and colleagues get along well together. They're mature and I find that there's a similar atmosphere almost of colleagues and, although they're not a very closely knit group I don't think they're as closely knit as you would find in the younger generation. I think they finish class and they go out together and you know, and they have a sort amount of social life together but I think this is a case of people get along well, they have coffee together, but it doesn't appear to me that there is any social involvement after class.

Except for say the people like yourself who travel back and forth --

Back and forth, yes, that's about the amount of it, the travel.

Do you think you want to --

How good or how poor are you as a student? Well, I like to think that I'm a good average. I've taken three courses up to now. I've made 75% in one, 73% in another, and I made 55% in my business one which I felt that the instructor was -- I don't think that too many people did very well because he was a sort of an odd ball.

You weren't on the same track.

No, no.

I'd say that sounds pretty good.

What do I hope to get out of the course I've chosen? Well, I hope to understand people, to be able to be more efficient in my, when I'm interviewing people. I did receive some very good guidelines, although I have set up an in-service education program here. I did feel that I got a tremendous amount of help from the course I took at the university which would help me in the future. I certainly feel that there's lots of material which is helpful. Mine as you know is personnel administration. I certainly feel that I will be more competent in my present position when I'm through with this course.

That sort of answers that one

What you hope to achieve in the course you have chosen? I think that about answers it really.

Yeah, there's a certain amount of duplication in the questions.

Please don't be put off by the word 'behave'. I'm not



thinking of six year olds.

Yes I know what you mean. What students will be expected to do, not just the course role but how they will behave. I feel that education always changes behaviour. It always changes it, and it changes our thinking. And there is no question about it that the more knowledge we acquire, the more reasonable we become. The less rigid we become in our thinking. We see the other person's points of view more, we understand it, and this, you can't help this happening you know. There's a change, everybody's behaviour changes, without exception, as they take more education. I don't think there's any question about it at all.

And what happens if, you know, there's students, you mentioned the instructor sort of getting out his expectations about the work students will cover and so on. What's the result if students don't keep up with the assignments or they disagree with the instructor or whatever?

Well, some students, if they don't keep up with the assignments, of course they don't pass. The instructor does make the final decision as to who will and who won't pass. And I think that at times, human nature being what it is, that people don't get through who perhaps should have done, because there's been some personality clash. And I think on the other hand because there's been a certain amount of friendliness that some people have got through that shouldn't have made it. I've made these observations myself, and I know for a fact that people who have made very low marks, have eventually come out of the course making a higher mark that their low marks didn't add up to. And, let's face it, there's a certain amount of, shall we say uh, say bias, if you would like to look at it that way, one way or the other. That if you like the guy okay let's give him a passmark you know. And there's favoritism, a certain amount of favoritism. And then a certain amount of victimization if you don't kind of like him. I don't think this always happens but I think that there's a tendency for it to be happening because it seems that so how well educated anybody is (which professors indeed are), it seems that that human factor always enters into it. I would like to see somehow, some sort of method devised whereby we could eliminate these personal factors if this is possible.

I don't know that it's ever going to be; however I suppose it's one of the things we keep working towards. Does it strike you as having been more or less pronounced in this kind of program?

Well, my other course of this type, have always been in England and this doesn't exist. This hasn't existed in any of the courses that I have known. You either met the standard or you didn't, and if you didn't it was just too bad and if you did so what kind of personality you had or so how much people liked you or didn't like you you still



passed if you made the grade. I've only known this existed since I've been here in Canada.

Characteristic of the North American Continent maybe? Things which would or which will make it easier for you to be a student, things that we might do or things that your own situation---

Well, I think they are things that I've mostly mentioned, I would like more content of the course to go into the lectures. I think where possible we should try and cut down on travel time by trying to arrange things at the Junior College for the people that live, you know, more South. I think that summer courses for people living out of town are very helpful too, and if we could know ahead. You know if, myself I have to go to England every year, and I have to plan this quite early on in the year to get a seat on the plane. Now last year I planned to go to England from the middle of June to the middle of July, only to find that there was a summer course May and June so of course I couldn't take it. So I have 25 weeks to go in the winter. I would have liked to take a summer course and I would take a summer course if I knew enough in advance, as to what course is going to take place.

What about things like library facilities, extra reading and so on. How does this work out for you with the distance from Edmonton and----

Well the books that we've been asked to read we buy, you know. They've mostly been paper back and either somebody else that's taken the course has one. There's a lady that's going to take The Canadian Economic Development and she took it in the summer so she's going to let me have her textbook and there's usually a way that we can get around this. I've never used the library.

Yeah, I would think it would be awkward. Now you've already mentioned the travel and so on that interferes with your being a student and what about your work? Does that interfere at all? Do you ever have sort of conflicting demands with your time there?

No, because my hours are fairly regular, I don't have to do any shift work or anything of this nature. Now I do have people here that are taking courses and they do have to do shift work and are



are trying to adjust their shifts in such a way that there's no problem for them to take their classes. So we do, because we are in this particular organization we encourage self-improvement and so we do everything that we can to help a student to get to school and, you know, we do. Any help, if it comes with a request we do try to accommodate the student.

And I guess that's the big bugbear for you

Yes, this getting to and from class is perhaps one of our biggest problems. We find in the winter that either coming or going is some problem. There's either ice when we're coming back or there's a blizzard when we're leaving; and a hundred miles each way is quite a lot especially when it's twice a week. And I think that this, I think that perhaps that travelling is the biggest problem and if consideration could be given to some of these courses in the Red Deer College, I'm sure that there would be enough students. Because the one class that I went to, as I mentioned, was about three years ago, three winters ago; 40 people attended and I think if they could give the subjects that are required in three or four different courses again just then it would take the pressure off.

You wouldn't mind going to Edmonton for some of them but--

I've also noticed that the summer courses are just the 25 week courses. If they could give some of the shorter ones even you know, in the summer, the 15 week courses, this would help. Anything that would cut down a little, so that you don't have to take every class in the winter, under these drastic conditions.

And this isn't the kind of country to be travelling around in

Well, cost of being a student, to me I don't find it hard too much because, (It's hard to speak for other people because I am at the top and I get more salary than most, any other people in the nursing in this institution). But I think costs, they are quite high actually. I always feel its unfortunate that when you pay on your house, (I have a fairly large house, and I pay quite a lot to education in taxes), it seems too bad that if you don't have any children, (and I've never had any children to benefit from these costs), that some of this can't be put to your own educational costs, somewhere. I don't say it should be free, but I think that if you're putting a lot into education then you should be granted some small concession in some way. I'm not speaking of this for myself, I can afford to pay both my taxes and my costs, but there are very very many people that it's quite hard to pay both and not benefit from any taxes they've been paying in.

A number of businesses give their employees who are taking this kind of course a rebate on their tuition when they finish it.

Is this possible under the, what your Provincial Government --



The Provincial Government will pay some costs to the people that they feel should take the course, and our personnel officer, for instance he will probably, I would think. But if you're doing it for self-improvement like I am, I feel that I need this, but maybe the Provincial Government doesn't think so, then you don't get any grant either for travelling or for books or anything. You get nothing. I have never had anything.

How about the Income Tax Division, have you gone----

Income Tax I can claim my fees, but I don't think you can claim any travelling.

No, alas you cannot.

No, I've never tried but, just our fees only

That's probably the most expensive part of the course

And this is, well, when it's twice a week this is the most important cost really.

Anything else that I haven't covered that you would like to speak on

I was trying to think. I cannot think of anything else.

Now the next ones are sort of statistical questions.

Which age group are you. I'm 41 to 55. Your income is less than, my income is \$10,000 to 14,999. My previous level of education is equivalent to grade 12. It was assessed when I came to Canada in order to be registered. The University of Alberta, it had to be assessed so that I could be registered as a nurse here first.

And you had considerable qualifications----

Well, other than that, yes, I'm a registered nurse, and I'm a State certified mid-wife in England. I'm a Public Health nurse, and then I've taken my psychology since I've been here and now I've taken, this is my fifth subject in the business, in the personnel course.

We're getting close to the end. Now obviously you were on the mailing list this year and how did you hear about the program in the first place?



Our personnel officer was taking it and I felt it would be beneficial so I said I would take it with him. I registered by mail this year, I think maybe I mailed it in the first place.



Interview - Tape 3 - Side 2 (male, non-credit, liberal studies course)

Anyway, the idea is there's a topic on each card concerned with being an adult student - an adult part-time student. And what we'd like to get is sort of your thoughts on the topics - bearing in mind that you're about to become a student again, for what is it? The third time? In this particular one?

In this particular one? Well I took it in the fall two years ago when Allan did it. And then I took the one which covered opera and ballet more specifically in the winter time, after Xmas.

Right.

And then he didn't go last year at all.

I'm not quite sure what happened. I was away last year so I don't know what the gap was. But bearing that in mind you know, there's topic number one.

The hard part would be the decision to take time off to do something that you've forgotten how to do. The easy part is to persuade yourself that if you don't use your mind for things you can do, all the time other parts of your mind are just going to atrophy. I think as an older student I get kind of tired of what I do all the time. I find it very refreshing to expand my mind to areas that have always perhaps interested me. And as an adult **person** I'm not afraid to spend time doing something I find I don't like, because I learn a lot from doing things I don't like, particularly. When I hear music I don't care for I don't turn it off because I want to understand. Is it just a condition response that I don't like that kind of music or is because I don't understand the music?

That's kind of an interesting approach; it's different from what a few other people have said.

Or is it that the space that they use over at the Extension Department isn't really like a classroom? When I take courses in my own business in taxation and such like I go to seminars and I sit in those kind of rooms and I don't find it at all typical. Quite pleasant its nothing like the classrooms I sat in as a kid so there's no relationship to it at all.

Okay, How about that one? How big do you think your class is going to be this year.

The music class?

Uh hum.



I'll be surprised if there's not thirty or forty people in it.

How big would you like it to be?

It really doesn't matter, with the size of the classroom as you call it, which is really a small auditorium, and stacked up like that - if there was a hundred people, it really doesn't matter. I don't think the number of people affects. You only get out of something what you put into it. And the number of people around you don't detract or emphasize what is happening to you.

Okay, how about that one? Do you know what is going to be specifically covered this year?

No, I just assume that I'll probably go along with the formal symphony and this kind of thing as I did before and I just look forward to it. I feel if I take the course two or three times, something may sink in for more than a brief period. Which is one of the problems with adult education; and you really enjoy it and you really understand some of it and you make notes - I always like to make some notes, and I'm very involved with it while I'm doing it. But when I try to remember three months later when I'm sitting in the symphony, you know, the form that I'm looking for in that particular piece it doesn't necessarily come through. So I think if you repeated attendance, like anything else its much better and that's one of the reasons again. Oh forcing this one - none -

No homework?

Not outside of a pair of seats at the Edmonton Symphony which is something I do every year, and every opera and ballet that comes along. But that will be my outside work going to the Edmonton Symphony concerts etc.

Sounds like your really going to have to put your nose to the grindstone on that. Physically you've seen the classroom I gather so you know what it's going to be like so you don't have to speculate.

Yes I do.

Okay, how about this one?

Well if I didn't know them or I hadn't taken the course that would be a difficult question to answer because if you've never met the fellow or seen the fellow how can you - that question doesn't add up.

Yeah I'm asking these questions of a wide variety of people. Some of them have been in our program before, some of them haven't and really what I'm after is the kind of mental picture people have in

their heads when they sign themselves up for one of our programs.

Yeah for the phrase there, if you'd said what do you think the instructor will be like I could see what you asking. But what the instructor will be like misses me, maybe its the English phraseology of that one but I -

Thats a point, I may alter the

But it doesn't answer the question. What do you think the instructor will be like then I would have to say well, a long-haired musician probably or something like this you see to answer that question. But that one misses me, but I have always had a very pleasant balding animated interesting kind of guy. So that's what I expect to find.

Okay, lets go on to another one then. What do you think the other students will be like?

Oh, a complete cross-section of every kind of person you could imagine meeting, from young to old. Male, female, you know; short, tall you know the whole lot. And they are all sorts of different people. An amazing variety that you get in a classroom, because there's no way that you can type them.

Yeah, this is much different from the kind of Business Taxation kind of course I would expect.

An entirely different proposition. I don't know what common denominators bring a motely group like that together. Music, love of music how to understand I don't know.

Well I think by and large no matter which course you take, in fact inevitably I would expect the students will probably get along with the instructor. But I have found that some instructors are able to communicate better. Like Allen is very enthusiastic about his subject matter, extremely knowledgeable to the uninitiated like myself. And he presentes it in a very crisp acceptable kind of manner with a touch of humour. He's got a good dry humour to go with it. So he gets along very well you know, people really, I mean people go up and talk to him and in fact I've been up to talk to him, he's been over to my house for coffee one evening you know.

So its much more of a give and take than

Its one of the reasons I'm taking it again, because I enjoy Allan Smith's method of presentation. Thats an interesting question because they really don't and yet they do, but its such-a superficial

You had better explain that one

polite kind of getting along together. Most people tend, I think - I know, in this society, strangers tend to go along with



someone else or they have someone to rap with. People are not basically extroverted. You know, I'm probably a much more extroverted kind of person than the average. I've taken a lot of courses over the years at the University and I hardly ever got to know anybody unless they happened to be a very livewire type of person. I applied to the course on, motivation, (my shining horse, psychology) and Mrs. Vander-something-or-other was there and she happens to be in the Church which I didn't know and she was very animated by it and she and I and a couple of others did most of the rapping and challenging of the somewhat Naive instructor who was a post-graduate guy. He was feeling his way and he was a little defensive you know. We kind of broke him down a bit so he could relax and find out that we weren't going to be challengin his knowledge, but we really wanted him think as well as us to think you know. Well in music this doesn't happen. But that's the kind of thing that happens when you get to know these kind of people because you tend then to be working a question through and someone else asks a relative one then at coffee break you'll be talking. You know, you'll look for this person and you sit down and you say well - then you start rapping about the thing that you didn't answer properly, or how he answered it and discuss it and then you get to know a person a bit that way. In music which is a passive kind of exercise, mentally its passive. One of the reasons I enjoyed it where we usually learned to think too much, and listen a little and relax. Whereas I'm taking the course on self actualization, which the last year it introduced me to Maslow in depth and I've read some Maslow's stuff and I find it extremely interesting. You know, I wouldn't miss it for the world. I don't know what kind of people, I would assume that anyone going to that class would have some knowledge of what the word self actualisation means and would know something of Maslow and so would be attracted intensively, interested in self growth so I'm anticipating meeting interesting people. Whether we'll get along or not, I don't know because I find in that class that led up to the one this year some people were extremely quiet, some aggressively defensive. All sorts of people.

There's perhaps much more opportunity I would think anyway for a clash in that kind of class as opposed to the music class where sort of your whole being isn't involved with it, its a more intellectual exercise class.

I have no way of knowing, because we don't write any exams or anything. I would probably class myself as a good student because I don't take a course unless I'm going to be interested in it. I'm quite prepared to say the course was a dead loss in other words I can be critical of what I get out of it. I just can't see wasting my time going to something for the sake of it. Now I don't know whether that makes me a good or poor student.

Yeah, its a little hard to tell with the non-credit courses so the next one is what you hope to get out of it.



Better knowledge of the framework and background of music. So when I listen to symphonies and such like I'm able to realize that someone just didn't sit down and run off a whole bunch of notes that I like the sound of, which was probably what symphony was to me. I like to listen to good symphony. But until I listened to Allan that first year I had no concept of the framework, you know, I don't remember all the words but it doesn't really matter because I'm not trying to show off my knowledge to someone else and I can't remember a word, but I know what he was saying. I remember it. It doesn't matter what it was called I'm with it. I have a better feel for the music and I will find I will start to listen to certain instruments at certain times and otherwise I wouldn't have thought to listen and I start to listen for things. So the whole thing becomes a richer experience to me. And this is really what I want out of the course. Is a better understanding of music.

Which kind of answers the next question on what you hope to achieve. So we'll go on to the next one. Now please don't be put off by that word 'behave' people have told me it sounds like grade six, and that's not what I mean but what's the norm of the classroom kind of standards?

I think it depends a lot on the instructor's desire to stand up and dissertate for the sake dissertating or he's keenly interested in finding out whether the students are really, what he's really getting to them, what there really learning or whether he wants a flow. You know with adult education I think its absolutely mandatory for a course to be good and the instructor is a capable human being. Obviously he's knowledgeable because he's got a degree. But whether he has a feel for teaching and make sure the recipients gain from his knowledge which is a concept of my kind of teaching. Depends entirely on the instructor. Some of them just get up I suppose and blow you know. My oldest boy went to university for a year or so and you know they come in one end and out the other and swoosh its gone and if you don't get anything out of it well tough. Adult Education isn't that kind of teacher-child thing at all. It should be a happening. In Adult Education I think every course should be a happening, if it isn't, the instructor is poorer for it and the students can't be poorer that much, but their nowhere near as rich as they could be.

Right, and I would suspect it might poorer because if you had a couple of bad experiences, you might give up on the whole thing if it seemed.....

I'd think you'd have to be awfully imature you know. We're talking about adults now. And if I go to something just because the guy isn't rapping with me you know, if I have a personality, which I think I did, several of us did with this guy that did this behavioral thing. He just wasn't there, and we came to the conclusion after a couple of sessions that he was afraid of his class you know, so we

managed to break him in you know. And things worked out fairly well at the end and he did a good job of presentation, but a psychologist could have done a fabulous job of exactly the same course. Could have got so much out of the students who are really involved. But although he didn't do much, but he was just a post-graduate student anyway trying for his first time. I was certainly much richer for it in a technical sense that I was introduced to, for instance Maslow. The whole course was worthwhile because I read Maslow's book on Towards the Psychology of Being which to me is almost like a Bible of psychology because I read myself, you know I see myself so much there that I've begun to understand what's been happening to me. You know then I can relate it then to something. So no matter how inept the instructor might have been he was, he didn't do too bad towards the end. I was much richer for it. So you have to learn.

I can't see a student being poor. If you got a mental block that he's expecting to get something for nothing when he's not willing to put himself in a position of learning then its a dead loss no matter how good the guy.

And this sort of goes back, you've already said.

He's the form, that's when he's the form. But you have to learn something from him.

Indicated that students can help shape the course and as instructor the

Oh I think so, there's a small percentage of students in every group that are positive thinking people that are there to try and you know, enjoy a happening and learn. I haven't found that any of the courses I've taken that there's any one person who's trying to run the class you can't seem to get this kind of person. They've got such a minute mind anyway that they don't get to adult adult classes.

Now, things which would make it easier, either things that we might do from the Extension Department or ----

You can't help with the parking problem - so everyone immediately says that.

It depends on whether they've been there before. I feel a bit sorry for the people I've been interviewing who this is there first year up there and I felt sort of impelled to warn them that there are things. But so far as the course goes you felt that it was just curiosity, have you used our record library at all in connection with your course?

I did start to and I have tape machines and you know, but they were all monoral.

Yeah, we've been a bit slow.

I'm so used to at least high fidelity stereo where its almost mandatory in all ---- courses now. You know there was some stuff by Vivaldi and this which is single instrument almost you know,

Come back and try it again because we're now getting tapes.

You are eh?

Yeah, so they've moved into, well they've moved down the hall from where they were, expanded the space and have started to get into tapes, its not as large----

Stereo or minoral?

Stereo. Its not as large as the record collection as yet because there starting from scratch to build it up but I suppose if you went in and sort of gave them your patronage and told them what you wanted now might be a good time.

There is a tendency I find in that stuff, that the popular stuff is just not available and some of the stuff is so way out. Well I like to expose myself to where its just to say that well I've tried that and frankly you know uh its not for me. I bought a record because I still find occasionally a record is a good way of listening. Was it -----, no, who's that Russian, that modern Russian

Stravinsky? Prokofief?

Oh gad it's a long name, it starts not unlike Stravinsky, has glasses on the front of the cover. But I tried it but its a Cacophony of sound.

Shoshtakovitch?

That's it, Shoshtkovitch, gads, zooks. I love the modern beat music and everything else but I like Rubin, I like the young generation sound and I like the folks on it. But Shostokovitch.

That's something else.

Not my cup of tea and I've tried it two or three times to get anything out of it but to me its just a cacophony that's the only ---- so it's not my cup of tea. So I won't be any of those..

Okay, we'll bear that in mind. Anything you can think of right now that's going to interfere with you being the kind of student you want to be?



Well I think that if the courses interest me you might be able to get there, if it isn't, you find excuses on a cold night you know, and you miss the whole thing. I think its mandatory in Adult Education that the course content really being what it says its going to be. That the instructor is not just trying to put something together, that he's there to do a real job and that he's really interested in doing what he's doing. Which of course is what Al Smith is he's so desperately interested in music and imparting his knowledge and everything else that he's just a great guy to take a course from, just a lot of fun thats all.

So you've got some real positive motivation to get out to the course. Now you've already made a rude comment about about the parking situation.

Yeah, I live in Windsor Park. I could walk if there weren't that one of the courses in the Tory building you go right around the end - the other is in the Education building which I suppose I could walk to, if it's not thirty below.

Yeah this doesn't help

But really walk, but its just that I'm always late you know. Like you go curling or something you get there just on time and you've got just three minutes to get there so I jump in the car and go hairy trying to find someplace to park.

Yeah, it takes you twice as long to park.

I remember one night I went all the way couldn't find a space, went all the way back and put the car in the garage and walked. It was that bad.

And I'm afraid this year its not going to be any better. You know what the campus is like.

And that parking garage doesn't help at all.

No, alas.

I think this is one place where the Extension Department falls down badly in comparison to the total city concept, they're expensive. It doesn't matter to me whether it be 25 or 35 dollars for a course, but I can take a music appreciation course for 15 dollars at NAIT. I can take this course for ten dollars somewhere, your prices are either two or three times what they are it seems to me everywhere else cause I got this whole thing, I read them all, and I really think, they do have a music appreciation course, why bother; take Allan's course. I don't mind---

But if you didn't know him you're saying if you were starting

from scratch and you didn't know him.....

I would go to the one that the City puts on or the High Schools by reason of the difference. Because I do think price has something to do with it. Nobody minds blowing it really if a course does just doesn't suit you and it doesn't work out. I took an art course in fact I took three courses one year about four or five years ago. One was the art course and that was a 32 week course and it was \$60.00 and I went for about five weeks and they really work you, its good ----- it was too good; 2 1/2 hours of just grinding drawing you know and after Monday and Tuesday and we all-----got involved-----and such like it was just too much so I quit the course and I just dropped \$60.00 puff just like that. Now I can write of \$60.00, but that's a lot of money; there's no refund or anything else. And I think that on the long courses there should be a proportional refund - a person doesn't know after the first night whether its right. Now I don't mean you should be able to drop out any day or time but I think a person should be entitled to go to, as long as he's not blocking off someone you know, on a controlled course we've only got ten people and that's all you'll take then you pay your dead. But an open-ended course like a music course like this or an art course where they'll take really any number, within reason, you know there are a lot of people there and they charge a good fee for it I think a person should be entitled to say after three or four weeks you know, I'm not good enough for this course I could not, I could have said I'm not going to make it but as I used to draw I would have made it. It was just too darned much like hard work. I'll tell you one of these days ----- I think they could do a better job of their refund policy, and certainly in open classes. I think they should have probably, supposing I want to take Allans course but I can't get there for a month, and its an open class and there's lots of room, I might be real happy to go to that thing for six weeks, let's say half the course. And I'd register for half the course, you know, there should be some check on it and I'd pay half the price.

Yeah, this isn't something.....

If you drop out the first half the course, then you get 50% of the refund. So then you don't mind paying a little bit more because maybe its worth it to go to University or something, but if you drop out or it isn't worth it or it's a lousy course or something, all you can do is say gee its a ridiculous waste of money and then you go back to your own. I think that you kill a potentially good adult student. So I think you could gear your refund policy and your prices to give some relief to people who say well this wasn't for me, its the first time I've tried but there's no way I'll try that again. Look what I blew? So I do think you destroy a lot of potential adult people. Talking about University because we're talking about the high cost of University, you know their going to rush off to the High Schools.

If they're getting what they want at the High Schools this I have

no quarrel with, on the other hand I don't want to kill off people from ever going anywhere.

Right, which I think you could do.

Okay, anything else?

Sometimes wish there were more hours in a day, and wish perhaps I wasn't so tired when I got there sometimes. I have a tendency to fall asleep sometimes listening to some good music you know.

That's a little disconcerting.

Allan is kind enough to turn the lights down when the music is playing so if you want to sleep, as long as you don't snore, it's alright.

Yeah I imagine the person beside you might get just a bit upset if you snore. Okay, the final questions are kind of the statistical ones as to which category your in.

Lets see, C.

Uh hum and

E. Um grade twelve I guess

Plus lots of Extension courses

Oh, I did take some University, but it was ----- it was very little. How did I hear about it? By going to the Extension Department a few years ago and saying what are you doing? Give me a

So you made the approach to the department rather than

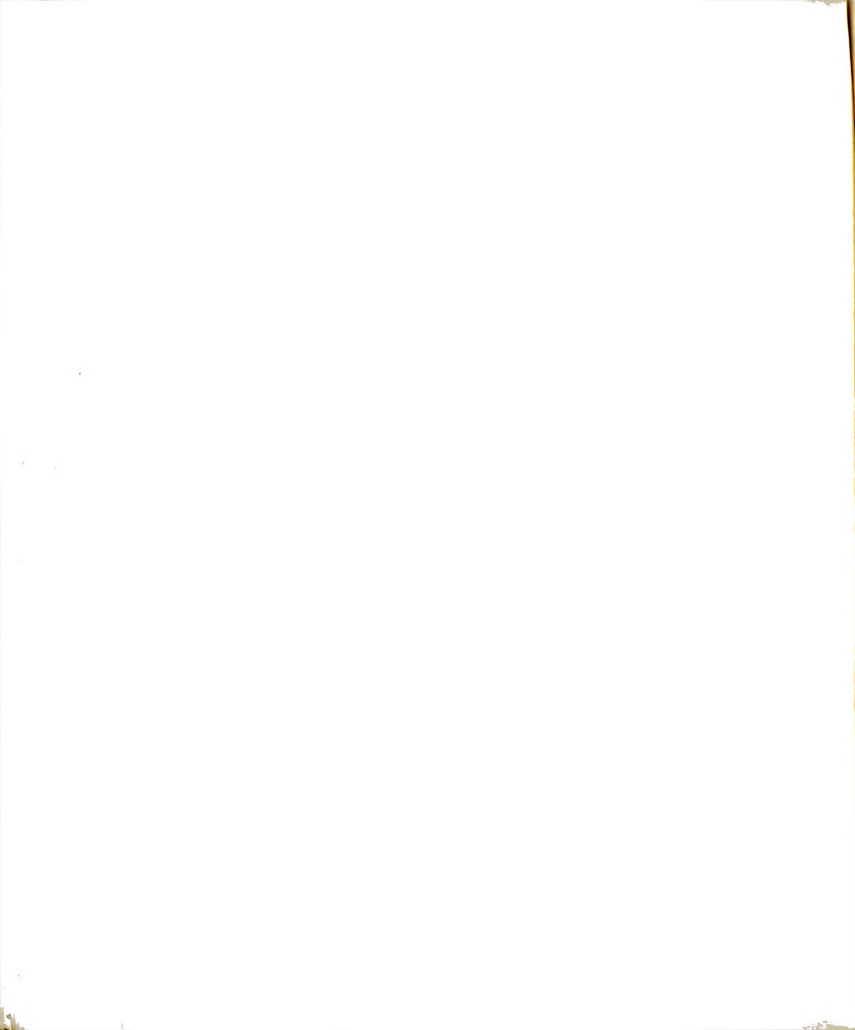
Yeah

And did you register by mail or come up to the

No, in person

Okay, thank you very much

Pleasure.



APPENDIX D

SCRIPT FOR SLIDE-TAPE PRESENTATION



AUDIO

VIDBO

Slide No.	Left Screen	Right Screen
1	Black	Black
2	Newspaper	Man ↓ Students Woman
3	Newspaper	
4	Newspaper	
5	Newspaper	
6	Newspaper	
7	Newspaper	Students
8	Newspaper	Students
9	Newspaper	Line at Desk
10	Newspaper	Clerk & Students
11	Registration Form	Two Women
12		Child
13	Class Plan	Students
14	"I Hope..."	Black
15	↓	"Like it Used ..."
16	"I Hope ..."	Black

MUSIC

NARRATOR

We asked adult part-time students about their experiences as students. Their replies were edited and form the basis of this tape.

Excerpt 102 tape 1 side 1 LS/C/M

I'm one of those people who is learning late in life, but I don't think it's too late.

MUSIC

NARRATOR

The students had widely varying hopes and expectations about their courses.

Excerpt 18 tape 2 side 1 IS/NC/F

I have great hopes that what I learn will definitely make a difference to the relationship with the people that I work with.

Excerpt 59 tape 4 side 2 V/C/F

It's almost like saying you have a better chance of advancement if you get this course.

Excerpt 98 tape 1 side 1 IS/C/M

It's a very pleasant way of passing the winter you know. Besides you get something out of it by learning

Excerpt 122 tape 11 side 2 IS/NC/F

Well I enjoyed going to the Extension course this year because when I started the baby was only six weeks old so this got me out of the house.

Excerpt 11 tape 2 side 1 IS/NC/F

I don't know what it will be like to be in a classroom again. I hope it won't be like it used to be in school. I hope it's something much more than that.



AUDIO

Excerpt 32 tape 3 side 2 IS/NC/M
Adult Education isn't that kind of teacher-child thing at all. It should be a happening

Excerpt 35 tape 1 side 2 IS/C/M
It might be a little uneasy I think at first to be in a classroom again although being with adults I'm not as worried. If I were going back, where maybe the other students were younger than myself, I might feel quite uncomfortable. But I don't think with adults I will.

Excerpt 105 tape 1 side 1 IS/C/M
I look here for a totally adult environment, similar to the business environment that you find.

Excerpt 112 tape 10 side 1 IS/C/F
I don't really know what to expect.

MUSIC

NARRATOR

Next we asked both the students and their instructors to describe the other students

Excerpt 153 tape 21 side 1 IS/NC/FI
Their interests are very widespread; their age differences were very widespread. There were young people there were university students; there were elderly women there were men in the class of different ages as well as women they're just a very interesting group. Some of them are people who have probably no more than a grade 12 education or maybe even less than that and there are some people who are medical doctors.

Excerpt 77 tape 13 side 2 IS/NC/M
You see them over a period of weeks start to relax about something they've been uptight about.

Excerpt 135 tape 16 side 2 IS/NC/M
Pretty average sort of group really, not longhaired not out too far Most people were just very ordinary sort of people.

VIDEO

Left Screen

↓
"Happening"
↓
Parking Lot
Black
Meters Sign
Black
Corridor
Black
Boots
Black

Right Screen

Students
Black
Clerks
Registration Desk
Man Writing
Registration Forms
Black
Parking Lot
Black
Parking Meter
Black
Coats
Black
? (Full Screen V)

Student
↓

Two Students
Group
↓
Man
↓
Woman
↓
Large Group
Black

Large Class
↓

Class
↓
Man
↓
Class
↓
Woman
↓
Man
↓
Black
Man
↓
Group

"Can I Do It?"
↓

44
45
46

AUDIO

Excerpt 30 tape 3 side 2 IS/NC/M
People are not basically extroverted I've taken a lot of courses over the years at the university and I've hardly ever got to know anybody unless they happened to be a very livewire type of person.

Excerpt 38 tape 1 side 2 IS/C/M
I sort of imagine that I'm probably more interested than most of them.

Excerpt 146 tape 14 side 1 V/NC/M
In fact I backed away from discussions in the class after awhile because I found that many is the time I was the only one that was offering an opinion.

Excerpt 67 tape 4 side 2 V/C/F
I was amazed how straight everyone was in our class You never saw anybody coming in jeans and a workshirt everybody wore suits.

Excerpt 158 tape 22 side 1 V/C/F
I don't think they form closely knit groups like they do in the younger generation for the simple reason that you go out once or twice a week and as soon as the class is finished people want to get away.

Excerpt 151 tape 14 side 2 V/C/MI
Were they good students? There's just a fantastic range from five or six people who are extremely good -- to, well, the bottom of the students were extremely poor and not through lack of effort, but I think just through lack of familiarity with academic programs.

MUSIC

NARRATOR

The student had opinions about the instructors too.

MUSIC

Excerpt 183 tape 27 side 2 IS/C/M
An instructor is the course.

VIDEO

Slide No.	Left Screen	Right Screen
47	Pencil	Group
48	↓	TV Set
49	Hands	Group
50	"I've never ..."	Three Men
51	Black	Group
52	Hall	↓
53	↓	Suits
54	Black	Large Group
55	Clock	↓
56	↓	Group in Hall
57	Black	Black
58	Materials	Man
59	Library Cards	Class
60	Hands	Man
61	"I don't think ..."	Class
62	↓	Class
63	Black	Woman
64	Class	↓
65	Art Class	Instructor
66	Overhead	



<u>AUDIO</u>		<u>Slide No.</u>	<u>Left Screen</u>	<u>VIDEO</u>	<u>Right Screen</u>
Excerpt 132	tape 16	side 1	V/C/F		
How the students got along with the instructor? Well they sure asked their share of questions.					
Excerpt 125	tape 12	side 1	V/C/M		
They all have their different styles, but they get the message across; it's not just dry bang, bang, bang. It's not like the university where the professor is a god and you just, you have to be very careful because you've got to pass his course.					
Excerpt 181	tape 27	side 1	V/C/F		
As far as I'm concerned I might as well have stayed home because I didn't learn anything and the instructor didn't really know what he was talking about and he was referring to a book all the time. And then he would get on subjects that didn't have anything to do with the course.					
Excerpt 27	tape 3	side 1	V/C/F		
The students will spend the first two nights sizing up the instructor and they'll behave according to the instructor if you have an instructor who wants it spouted back at him -- we'll spout it back but if he honestly wants opinions he'll get opinions.					
Excerpt 55	tape 6	side 1	V/C/M		
I would like to see him with about five year's experience in industry -- something other than university.					
Excerpt 23	tape 3	side 1	V/C/F		
He'll be knowledgeable I've had old ones, young ones, one hippy one, one Englishman who disliked Canadians; one man who I asked point blank if he objected to a woman being in his class, and he said he didn't object -- but he saw no need for it But all of them despite what I thought of them as people, I learned from them.					
		67	Black		Large Class
		68	↓		Large Class
		69	Library		Group
		70	Filmstrip		↓
		71	TV Camera		Man at Desk
		72	Filmstrip		↓
		73	Microscope		Instructor
		74	Cards		↓
		75	Library		Instructor
		76	"At 9:30 ..."		↓
		77	↓		Couple
		78	↓		Instructor
		79	Tape Recorder		Instructor
		80	Book		↓
		81	Couple		Group
		82	"Can You ..."		Group
		83	↓		Screen
		84	↓		Group
		85	↓		Group
		86	↓		Trio
		87	↓		Pair
		88	↓		Artists
		89	↓		Instructor
		90	↓		Overhead
		91	↓		Pair
		92	↓		Large Group



AUDIO

Excerpt 63 tape 4 side 2 V/C/F
You're an adult You don't have to take that course and if you don't like the instructor and if you really can't get along with him, well transfer to another course -- you can do it.

MUSICNARRATOR

The students also had some things to say about the classrooms which formed the setting for their student experience.

MUSIC

Excerpt 101 tape 1 side 1 LS/C/M
The environment is warm and seemed to be well lit and a really pleasant atmosphere.

Excerpt 75 tape 13 side 2 LS/MC/M
The seats aren't exactly made for comfort.

Excerpt 110 tape 9 side 2 LS/C/F
And row on row on row of seats I didn't feel comfortable, really comfortable in that room at all.

Excerpt 178 tape 25 side 2 V/MC/F
Cigarette butts all over, no smoking signs up at the front but means nothing so they might just as well take it down and provide something for the smokers.

Excerpt 175 tape 25 side 1 V/C/M
Classroom good, no problem speaking of lighting, ventilation and so on. Institutional but good.

Excerpt 49 tape 7 side 1 V/C/M
Let's open some of the windows in these classrooms. When you've been on your job for 8 or 9 hours a day, you go home, you rush through supper, grab a cup of coffee then you go down and the windows are closed but I am tired, so I fight with sleep, just the air was getting too bad.

VIDEOSlide No.Left ScreenRight Screen

93 Records
94 Student
95 Student
96 "You're an Adult"

Instructor Group
Group
Group
Black

97 Black
98 "I hope ..."

Corbett Hall

99

Education Building

100 Coffee Pot
101

Group

102 Seat Plan

Seats

103

Large Group Auditorium

105 Black
106 "No Smoking"

Ash Tray
Black
Ash Tray

107 Blackboards

Classroom

108 Building Hours

Group

109 Black

Group

110

Group

111

Group

112

Group

113

Group

114

Group

115

Men

116

Four Men

117

Group

118

Group

119

Group

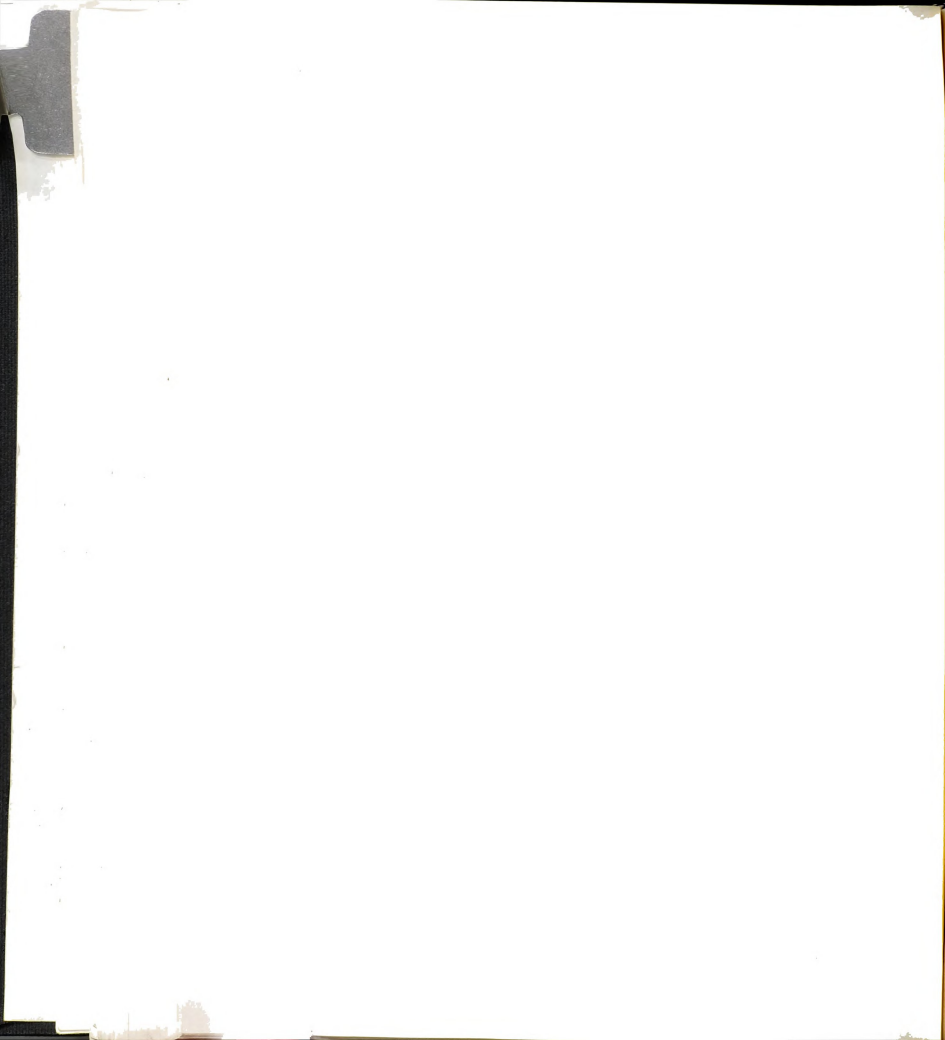
120

Group

121

Men

Coffee Machine
Cup of Coffee



AUDIO

Excerpt 60 tape 4 side 2 V/C/F
I don't care whether it's an attractive classroom or not; the instructors more important.

MUSIC

NARRATOR

Cost is often a factor in the adult student experience. Here is what these students had to say about fees.

MUSIC

Excerpt 80 tape 13 side 2 LS/NC/M
In comparison to all the other kinds of adult education available the cost is quite prohibitive I'm used to paying good money for a course and I don't go there on an experimental basis but if I try to pick one out and try it for size I'm looking at 25, 30 and 35 dollars and I'm an average working stiff kind of thing I'm going to say that's a lot of money.

Excerpt 85 tape 13 side 1 LS/C/F
Well, I think the courses were well worth it We make together a little over \$4,000 and I do have to watch my money, but I'd rather spend it on a course like this than on another new coat.

Excerpt 40 tape 1 side 2 LS/C/M
How do I feel about the price charged? Oh very reasonable it's little more than a dollar an hour if you think of it that way -- which I don't think is very much at all.

Excerpt 116 tape 10 side 1 LS/C/F
Say for instance the two courses would be \$120.00 I was prepared to pay half and the school said they would pay the other, so in that case I was willing.

Excerpt 51 tape 7 side 1 V/C/M
My company pays the entire tuition fees.

VIDEO

Right Screen

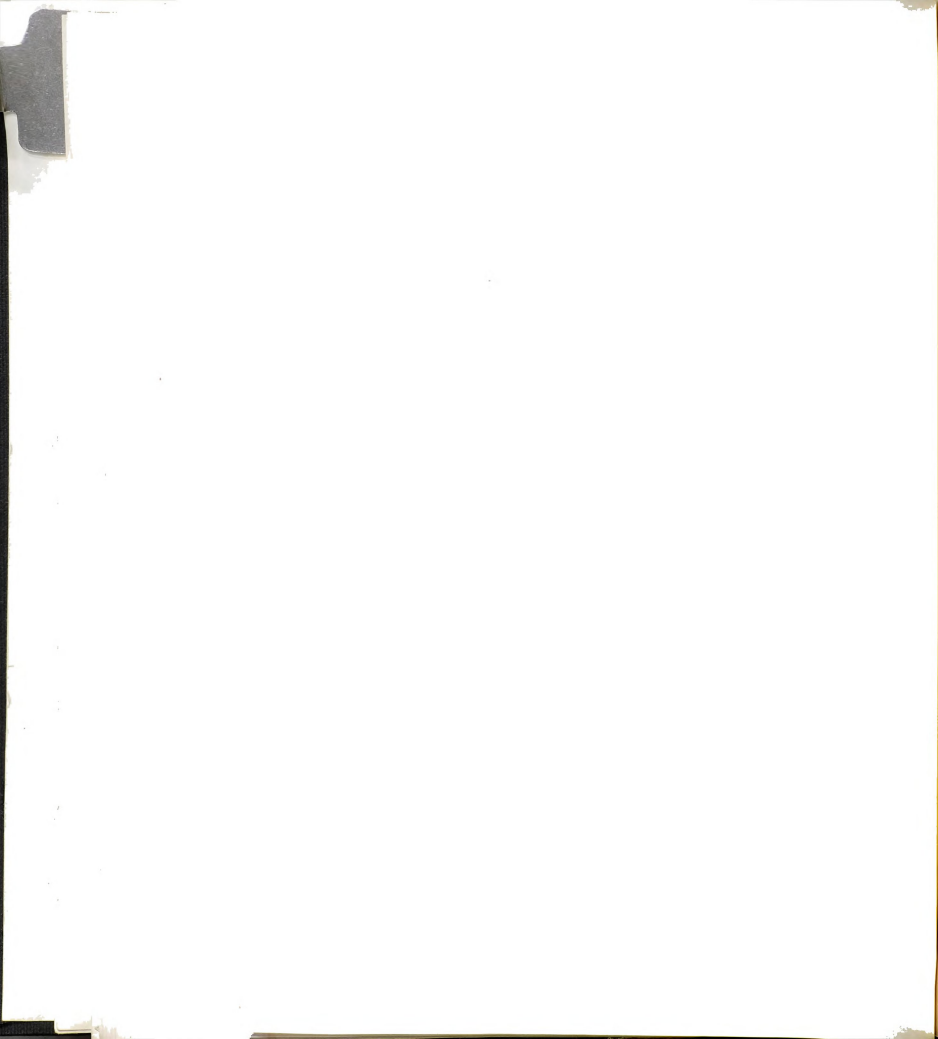
Trio
↓
Black
Auditorium Group
Hands
Woman
Man
Woman
Clerk
Microscopes Group
Cash Register
Woman
Man
Group
Money
Trio
Trio
Pair
Money
Student
Student
Adding Machine Group
Pair
Adding Machine

Left Screen

Black
"Happening"
↓
Black
↓
Figures
↓
Figures
↓
Figures
↓
Figures
↓
Figures
↓
Figures
↓
"I've got 4 kids"

Slide No.

122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148



AUDIO

Excerpt 56 tape 4 side 2 V/C/F
When you start putting out \$400 you've obviously got to get something out of it.

Excerpt 5 tape 4 side 1 V/C/M
Cost of being a student? Here again it's not only financial but it's leisure time, study time which you're going to have to put out.

MUSIC

NARRATOR

In fact, time or lack of it was the most frequently mentioned problem for the adult student.

MUSIC

Excerpt 141 tape 20 side 1 V/C/F
I took two courses this past year - one the year before. And it wasn't hard to go to them, but it was hard to study.

Excerpt 166 tape 23 side 2 V/C/M
I found it a little tough at times, but it's just a matter of whipping yourself to say 'O.K. you know tonight we're not going to watch TV, we're going to do at least two hours of study?

Excerpt 143 tape 20 side 2 V/C/F
It's hectic being a part-time student and working full-time and being a full-time mother.

Excerpt 43 tape 7 side 1 V/C/M
We got together once a week in a study group that took about two to three hours. Then we had lectures one night and then you had to do some of your reading so that took between six and ten hours a week.

Excerpt 54 tape 6 side 1 V/C/M
I'd normally plan on about 10 hours a week over and above my time in class.

VIDEO

<u>Slide No.</u>	<u>Left Screen</u>	<u>Right Screen</u>
149	"You Have ..."	Trio
150	↓	Student
151	"It's Hard ..."	Student
152	↓	Student Group
153	↓	Group
154	↓	Group
155	↓	Black
156	"Homework"	CHANGE TRAY
157	↓	Student
158	"I Don't ..."	Class
159	↓	Student
160	"Enjoyment ..."	Records
161	↓	Student
162	Clock	Student
163	"If You ..."	Group
164	↓	Trio
165	"I Am Tired ..."	Group
166	"I Am Tired ..."	↓
167	"I Am Tired ..."	Student
168	"I Am Tired ..."	↓
169	Black	

AUDIO	VIDEO	
	<u>Left Screen</u>	<u>Right Screen</u>
<u>Slide No.</u>		
Excerpt 94 tape 5 side 2 V/C/F There's always quite a lot of reading assignments and, as I say, we quite often have to dig for materials which could be given to us in class. I expect now with two subjects to have to study every evening.		
Excerpt 99 tape 1 side 1 LS/C/M Taking one course per year was more benefit than taking two. I found that two tends to crowd you in the time you have as a busy person.	↓ "There's Nothing ..." ↓ "Can I ..."	Library Library Book Card Card
Excerpt 74 tape 25 side 1 V/C/M I would either cram it in at the very Tuesday prior to the course of I'd work Sunday afternoon on it.	"If A Person ..." ↓ "I Fit ..."	Class Student Papers Paper Paper
Excerpt 170 tape 24 side 2 V/C/M Some weeks I didn't do anything. On the average I would spend about, did spend about a maximum of two hours a week.		Notepad
Excerpt 21 tape 3 side 1 V/C/F But as a one-evening-a-week person, frankly I fit study around whatever else I'm doing. Well if the study doesn't get done, it doesn't get done.	"You're ..." ↓ "If the Study ..."	Artist Auditorium Student Students
Excerpt 168 tape 24 side 1 LS/C/M I would like to have been able to do more. I think maybe I would have got more benefit out of it, but there was just no way.	↓ "Homework" "Not Much" ↓ Black ↓	Student ↓ Trio ↓ Black Trio Group
Excerpt 134 tape 16 side 2 LS/NC/M The particular course I took was very general and therefore there was essentially no outside studying required. It was peculiar this year.		
Excerpt 137 tape 17 side 2 LS/NC/F It's not very hard being a student when you don't have homework.		
MUSIC		
NARRATOR		
Other students mentioned additional factors which interfered with their studies.		



AUDIO

MUSIC

Excerpt 127 tape 12 side 2 V/NC/F
Right at this point the only thing I can think of would be the weather.

Excerpt 33 tape 3 side 2 LS/NC/M
You find excuses on a cold night and you miss the whole thing.

Excerpt 97 tape 5 side 2 V/C/F
This getting to and from class is perhaps one of our biggest problems ... there's either ice when we're coming back or there's a blizzard when we're leaving and a hundred miles each way is quite a lot.

Excerpt 152 tape 14 side 2 V/C/M
Come after Xmas, the Monday, getting up every Monday night was getting to be a bit of a drag for students and teachers alike.

Excerpt 50 tape 7 side 1 V/C/M
Well occasionally you're called out of town and you have to skip class.

Excerpt 74 tape 13 side 2 LS/NC/M
I'm afraid other things interrupted about four weeks in a row.

MUSIC

NARRATOR

When we asked these students what they had achieved or hoped to achieve in their courses they responded this way.

MUSIC

Excerpt 115 tape 10 side 1 LS/C/F
I don't think I can achieve anything because there aren't, there isn't any diploma ... so far as achievement goes I think it must be just personal.

VIDEO

Left Screen

Right Screen

192

Large Group

193

Winter

194

Coats

195

Boots

196

Black

"It's Hard ..."

Parking Lot

Building

200

Black

201

"I Am Tired ..."

202

"I Am Tired ..."

"There's less ..."

204

Group

205

Student

206

Black

207

Group

"Enjoyment ..."

208

209

Group

AUDIO	Slide No.	Left Screen	VIDEO	Right Screen
Excerpt 16 tape 2 side 1 LS/NC/F Well the great thing about this course surely is that we're not in a state of tension about exams at the end.	210 211	"If the Study ..."	↓	Hands
Excerpt 82 tape 13 side 1 LS/C/F I know inside I got out of the course what he put into it but I can't express myself in the English language. So now I'm taking an English course.	212 213 214	Students ↓ Students	↓	Group
Excerpt 118 tape 10 side 2 LS/NC/F What really got me down was that nobody said at the end, "Well you've learned such and such from this" ... I really couldn't see the purpose of the experience that I had.	215 216 217	Students	↓	Library ↓ Student
Excerpt 41 tape 7 side 1 V/C/M At first I took these non-credit courses and quite frankly most of them are a bit of a Mickey Mouse nature they haven't got the kind of pressure that the certification type courses have.	218 219 220	"I Don't Think ..."	↓	Pair Pair
Excerpt 123 tape 12 side 1 V/NC/M I don't know that they really are valuable so much for their content, which is good, as for forcing you to think in different areas.	221 222	"Two Courses ..."	↓	Glasses
Excerpt 144 tape 20 side 2 V/C/F It's hard to be a student at first. Mainly because I think a lot of us have been away from school for so long that I found concentrating difficult studying at home and listening for the children at the same time just doesn't work.	223 224 225	"I've Never ..."	↓	Card Papers
Excerpts 59 & 66 tape 4 side 2 V/C/F I passed and I had a good mark last year ... I want a first class this year I'd like to prove I can do it.	226 227	"Too Much"	↓	Hands
Excerpt 169 tape 24 side 2 V/C/M There was quite a bit of interesting material which I just read, which wasn't necessary for the assignments.	228 229	"We're Not ..."	↓	Group
MUSIC	230	"I Know ..."	↓	Black



AUDIO

NARRATOR

Finally we asked these students about their plans for future studies.

MUSIC

Excerpt 19 tape 2 side 1 LS/NC/F
Each year I've looked at this and thought my goodness this looks interesting and that looks interesting. But this is the first year I've actually done something about it.

Excerpt 76 tape 13 side 2 LS/NC/M
I don't think that I'm that interested in academic studies on any subject, you know, because I'm busy all day and even if it's interesting, even if I take notes it tends to go in one ear and out the other within a few days.

Excerpt 104 tape 1 side 1 IS/C/M
I want to learn French now, to speak at a proficient level. ... And I want to do it as quickly as possible and by the best means.

Excerpt 148 tape 14 side 1 V/NC/M
Plans for future studies? Well I don't plan to stop at anytime really do enough reading at home.

Excerpt 165 tape 23 side 2 V/C/M
For the next ten years I'm going to devote myself to at least one course a winter.

Excerpt 68 tape 4 side 2 V/C/F
Maybe I'm strange, but I would not take a non-credit course right now.

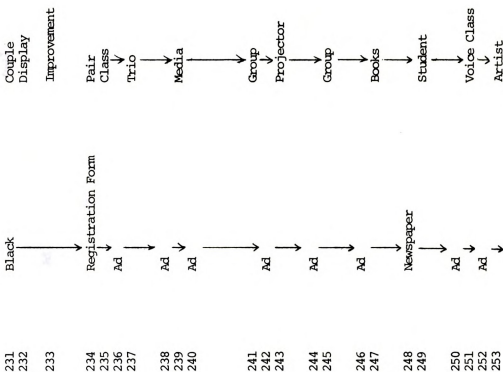
Excerpt 160 tape 22 side 1 V/C/F
Once you get well on in your work life there's no point in taking courses just for the sake of it I think you're wasting your time and you're wasting the time of the university.

Slide No.

Left Screen

VIDEO

Right Screen





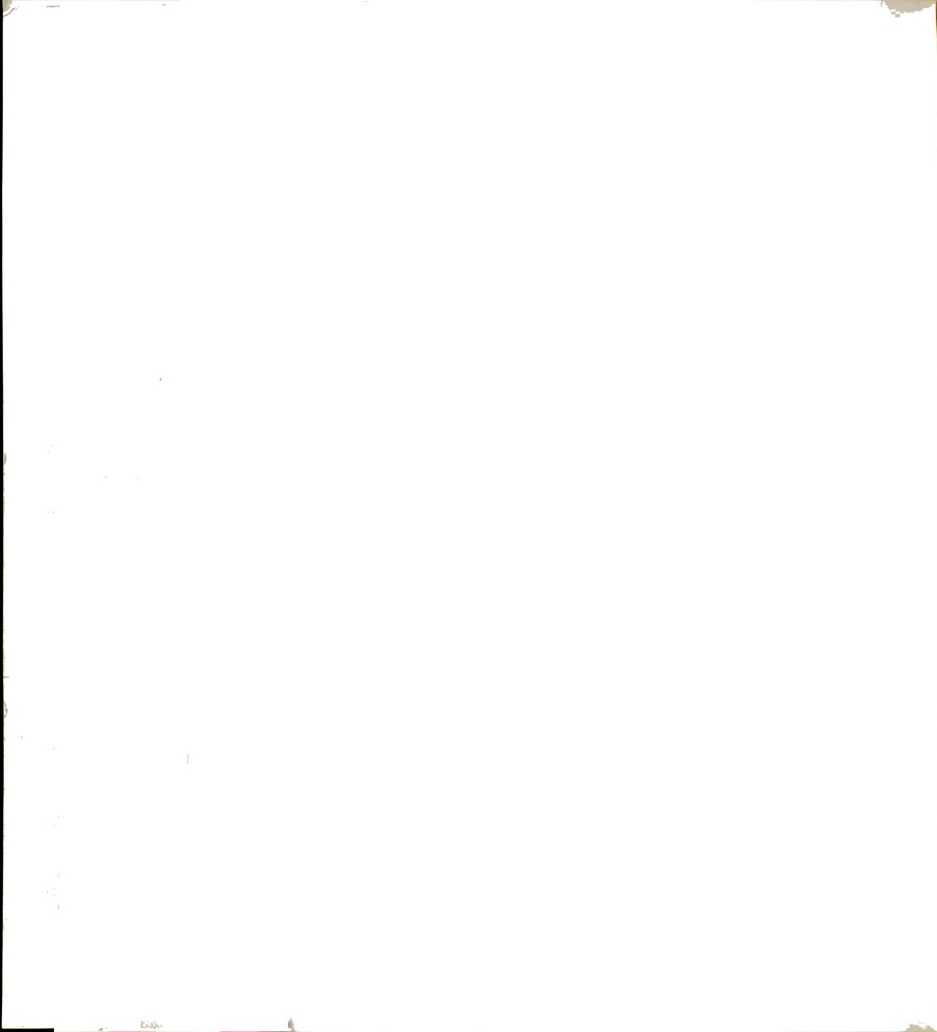
AUDIO

Excerpt 64 tape 4 side 2 V/C/F
 When you're going to school at night and you're working
 all day and you think, 'Oh, wouldn't it be lovely to
 go to school full-time; 15 hours of classes and have
 every single solitary day to study.' But would you?

MUSIC

VIDEO

<u>Slide No.</u>	<u>Left Screen</u>	<u>Right Screen</u>
254		↓
255	Totality	Pair
256	↓	↓
257	Ad	Class
258	↓	↓
259	Ad	Class
260	↓	Black
261	Black	Montage -
262	↓	Whole Screen
	Black	Black



APPENDIX E

QUESTIONNAIRE FOR VALIDATION GROUPS

The questionnaire shown below was distributed to all members of the validation groups with the request that they complete it immediately following the presentation before the group discussion began.

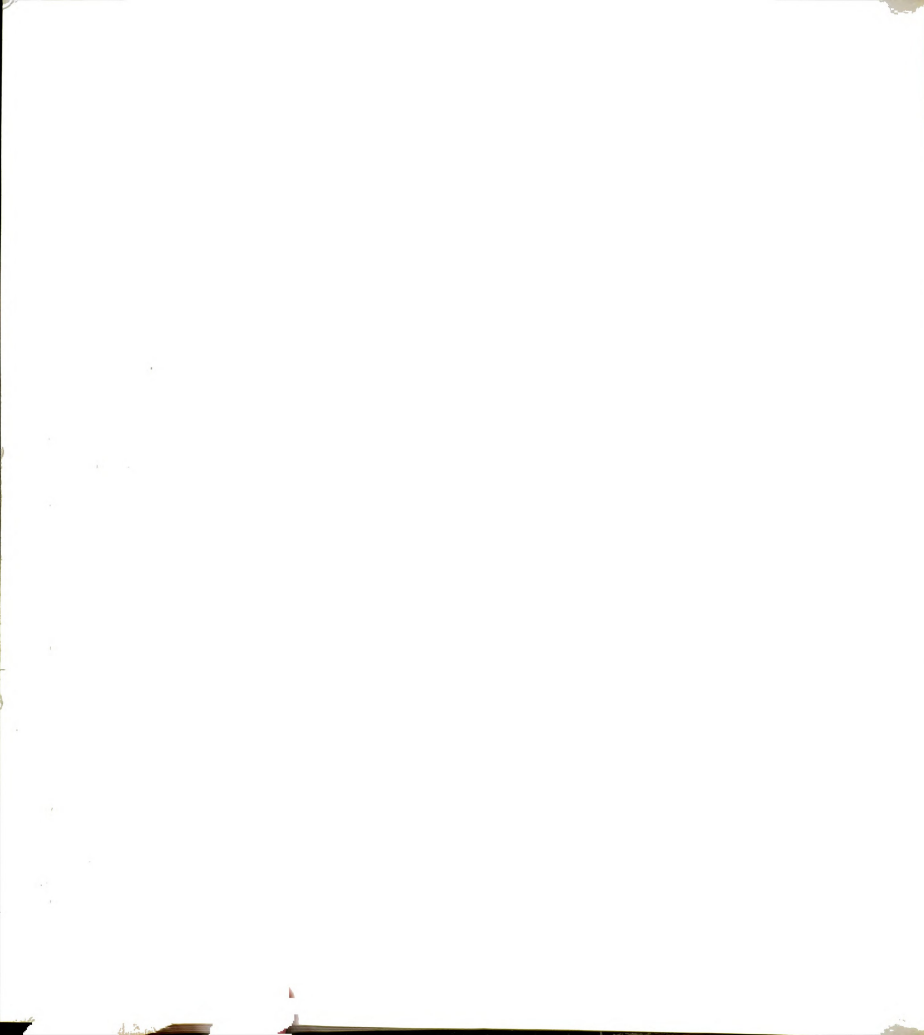
The numbers beside each item indicate how many checked that response.

Please CHECK ONE of the following comments--whichever most closely matches your reaction to the "Part-Time Adult Student" presentation.

- (0) Right on! This presentation really expresses how I feel.
- (17) Basically I agree, but there are a few points I disagree with.
- (1) So-so. There are some good points, but I disagree with about half of what was said and shown.
- (1) Not so good. There are a few good points, but most of the presentation doesn't agree with my experience.
- (0) Terrible. My experience as an adult part-time student was quite different from this presentation.
- (0) No comment on the A-V presentation. The whole subject doesn't seem very important.

Please use this space for additional comments. _____

Three people did not complete the check-off portion of the questionnaire but did write comments indicating an overall agreement with some minor reservations.



INSTRUCTIONS FOR VIEWING SLIDE-TAPE MATERIAL

The slides and tape have been prepared for use with a "programmer" and fade/dissolve unit. This will permit uninterrupted viewing of the material. If this equipment is not available the material may still be used following the manual procedures outlined below.

A. AUTOMATIC SEQUENCING

Equipment required: 2 Kodak carousel projectors - Ektagraphic series
1 stereo reel-to-reel tape recorder
Frazer fade/dissolve unit
Frazer programmer.

Procedure: 1. Place projectors side by side so that the images fill the screen area and are superimposed as closely as possible. (N.B. each slide has two images.)
2. Place all odd-numbered slides in one tray, even-numbered in the other in correct numerical sequence.
3. Set programmer to begin with slide #1 (black) on the screen when the tape is started.
4. The signal on the tape will automatically change the slides as required by the script.

B. MANUAL FADE-DISSOLVE

Equipment required: 2 Kodak carousel projectors - Ektagraphic series
1 stereo reel-to-reel tape recorder with headphones
Fade/dissolve unit.

Procedure: 1. Place projectors side by side so that the images fill the screen area and are superimposed as closely as possible. (N.B. each slide has two images.)
2. Place all odd-numbered slides in one tray, even-numbered in the other in correct numerical sequence.
3. Begin with slide #1 (black) as the tape starts.
4. The operator (using headphones to keep "beeps" from being audible) should change slides each time the tone is interrupted.



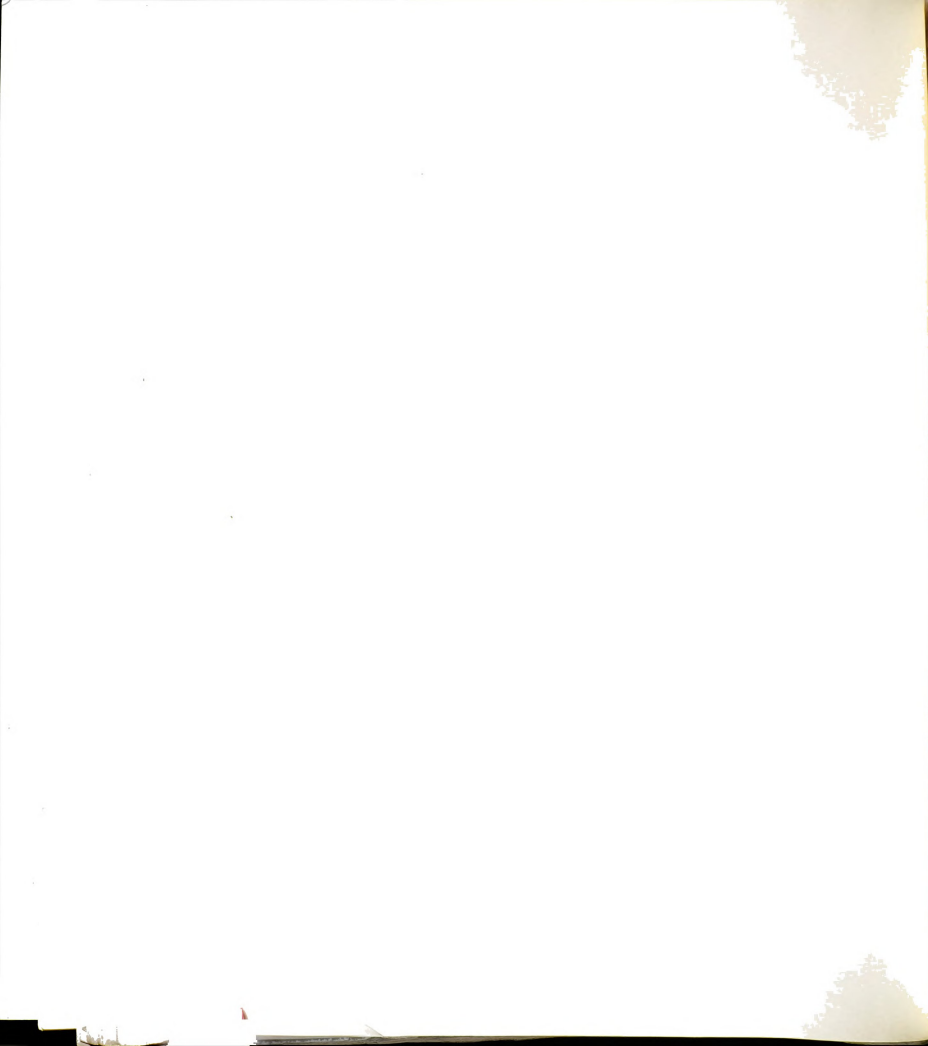
C. MANUAL OPERATION WITHOUT FADE/DISSOLVE

Equipment required: 1 Carousel projector
1 stereo reel-to-reel tape recorder with headphones.

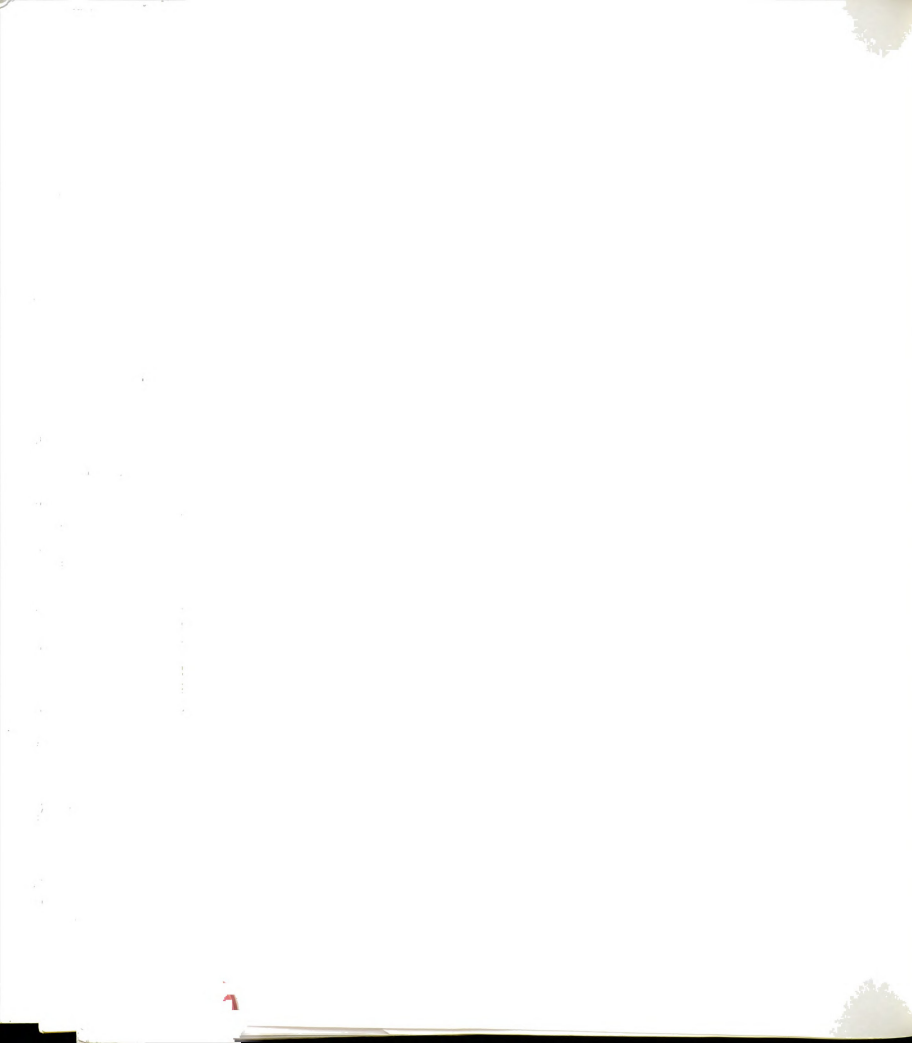
Procedure: 1. Place the slides in numerical sequence in Carousel tray.
2. Begin with slide #1 (black) as the tape starts. Change trays as necessary to accommodate all slides.
3. The operator (using headphones to keep "beeps" from being audible) should change slides each time the tone is interrupted
OR
if headphones are not available, the operator should turn the "beep" track off and change slides as indicated by the script.



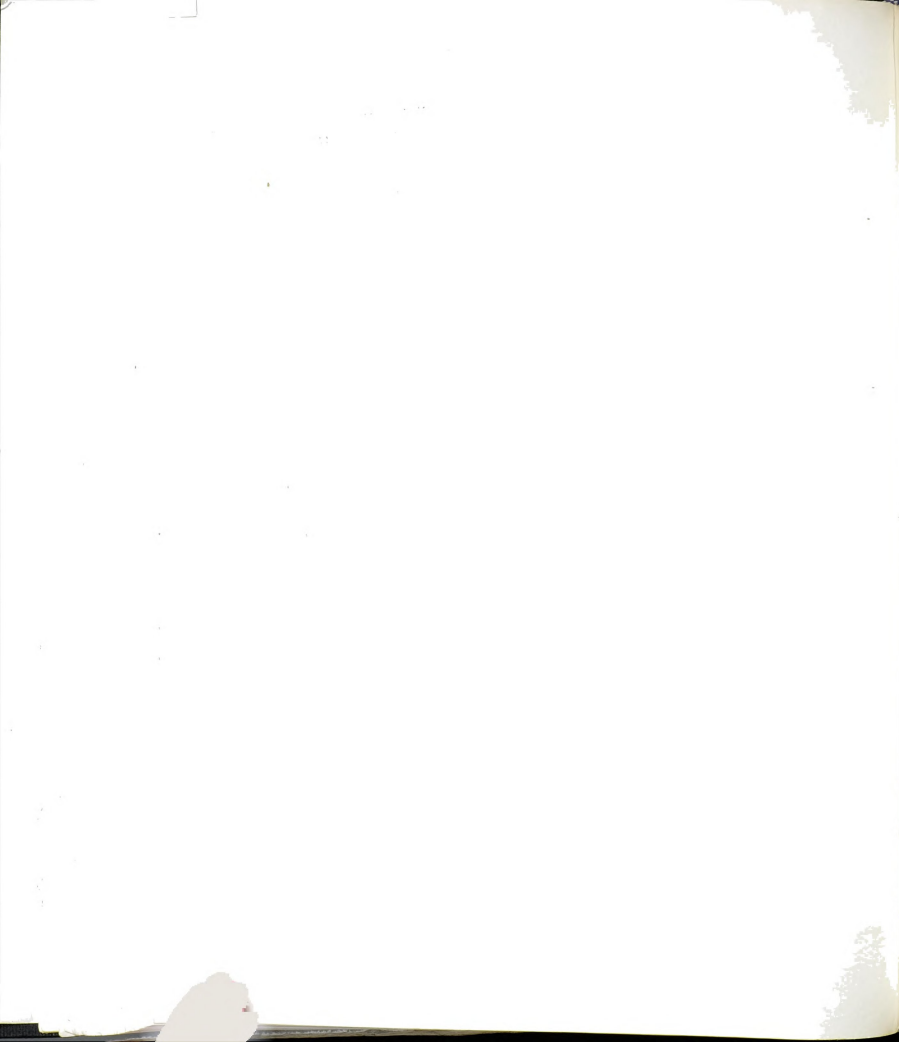












Slides in Dmc

SUPPLEMENTARY
MATERIAL in _____

DIGITAL MEDIA CENTER

Pocket empty

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