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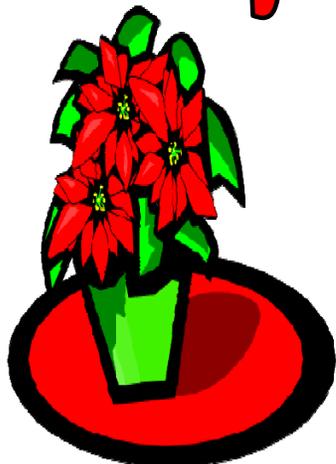
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Happy Holidays!



When and Why did THAT Happen?

By: Vicki Bauer, State AE Administrator

"That" is a registration fee for AE classes. But our classes have always been FREE! Yes, but read on...

In 1998, the Adult Education and Family Literacy Act (AEFLA) gave states permission to charge students a reasonable fee". But even though a fee was now allowable, Nebraska continued to offer free classes....thinking we would *never* charge our students a fee. (Never say never.) But, twelve years later and many, many discussions later, that changed.....

Effective July 1, 2010, Nebraska's local Adult Education programs can now charge a registration fee. Why did we change our minds? The state office and local program directors have spent the past few years weighing the pros and cons of a fee. Viewpoints changed as the discussions raised many legitimate concerns. What was it that finally convinced the local program directors and the state office that we should incorporate a fee? There are two major items: (1) the 13.88% decrease in federal funding over the past two years and the 4.5% decrease in state funding in one year were having an effect on the ability to provide classes at the level we had been; and (2) an increased emphasis on federal initiatives to prepare our students for post-secondary education and/or employment which requires additional program expenditures.

We had questions to ponder: Would it make students more responsible and committed to class? Would students value their classes/education more if they had to make a financial commitment to it? How do we ensure that no one is turned away if they cannot pay the registration fee? Could local programs opt out if they did not want to charge a fee?

Here are the policy specifics for charging a fee for classes:

1. The fee shall be designated as a "registration fee." The maximum charge per person is \$25.00 per year.
2. A student can be charged a registration fee only once during the fiscal year in the same Adult Education program.
3. If a person moves from one program to another, the second program can assess a registration fee when/if a student enrolls with the second program.
4. The fee must be used for allowable expenditures under (AEFLA). Furthermore, the fee must be used for *instructional purposes*, to serve the students who have paid the fee. It is expected that the monies collected will be equitably distributed throughout the program. It is to be used primarily for instructional materials, instructional software, and/or other instructional expenses. It may be used for instructor/ aide salary.
5. The registration fee is optional; any AE program can choose to not participate.
6. The monies collected as a registration fee **cannot be used for local program match or maintenance of effort.**
7. All efforts should be made to prevent teachers from collecting the registration fee in class.

In addition, and probably most importantly, the local program has to ensure that a fee will not have adverse effects on the participation of economically disadvantaged students; a waiver policy has to be in place so that a program could guarantee that persons who cannot pay the registration fee will NOT be denied services.

We will evaluate the process at the end of the fiscal year. You are welcome to email your comments to me at vicki.l.bauer@nebraska.gov

In Memoriam



Jean Rankin

February 3, 1918 - November 17, 2010

Longtime Nebraska educator Jean Evelyn McKeown Rankin, 92 of Sidney, Nebraska died Wednesday afternoon, November 17, 2010 in Norman, Oklahoma following a lengthy illness.

She was born February 3, 1918 to Roy and Mary (Stanley) McKeown at Cushing, Oklahoma. She graduated from Shamrock High School in Shamrock, Oklahoma and Central Oklahoma State Teachers College in Edmond, Oklahoma in 1936.

Inspired by Eleanor Roosevelt's commencement address, she began an eventful career in education that would span more than 70 years. A few years later she interrupted her teaching to join the research and development team at Douglas Aircraft during World War II to help develop a device to allow paratroopers a safe way to jump from C47s in advance of D Day on June 6, 1944.

Following the war she turned down an offer from Douglas to remain with their engineering research team, which allowed her to return to teaching and gave her more time with her growing family. She taught for many years in the Sidney, Nebraska school system and helped establish an adult education program for Cheyenne County. While teaching in the public

schools she received numerous state and local awards, and in 1998 was named the National Adult Basic Education Administrator of the year. These were a few of the highlights of her lengthy teaching career.

She also managed to author and see published several mathematical textbooks that helped teach in many areas of the country in addition to the thousands she personally helped achieve a better education in Cheyenne County and Sidney.

She was a member of the Light Memorial Presbyterian Church for over 50 years, taught Sunday school for over 20 years and held several offices and was a church elder.

Personal Thoughts From Vicki Bauer about Jean:

For those of you who did not have the opportunity to know Jean Rankin, she was a wonderful, kind woman and our Nebraska Adult Education colleague for over four decades! She will be missed by all those whose lives she touched over the years. As one person said, "We should all have such a beautiful and productive life as Jean!" How true those words are.

Personally, I have known Jean since the late 1970's, but came to know her better after I came to the NDE in 1987. Jean was the AE program director for Sidney Public Schools up until her retirement in 2009, but she had begun helping adults prepare for the GED tests at her dining room table, along with her husband, before the first Adult Education federal legislation was passed in the mid-1960's. She knew her students well and was even affectionately called "Grandma" by many young people who felt as if no one cared. Jean cared.

Jean was a storyteller – not fiction, but real life stories from her early years growing up in Oklahoma to getting married and raising a family and teaching in Sidney, Nebraska. I loved to listen to Jean tell me stories: about

the man who had been in Jean's class several years ago, and had stopped by late last year to tell her that "he had a good job and if she needed any help with her medical bills, he would help her," of her ABE Advisory Committee buying cereal, milk, and juice so that students coming to Adult Education classes in the morning would have breakfast; of anonymously helping people in her community in need of clothes, shoes, money, food....the list goes on. But this small, smiling woman could take control if need be, like in this situation: a young man had just gotten out of jail and had come to the ABE class, looking for his girlfriend. He nabbed her and went into the restroom and locked the door – screaming ensued. Jean (this was when she was in her late 80's) banged on the restroom door, demanding that the young man (far taller and stronger than she) and the girl he had inside, come out "right now." Nothing happened, so Jean said, that she would break the door down if they didn't come out immediately.....He did come out, running out of the building as fast as he could!

I was unable to go to Jean's funeral last week, where I am sure the tributes to Jean were heart-warming and plentiful. A very fitting recognition happened a few short years ago, when Jean's family held an open house in honor of Jean's 90th birthday.

The reception was held at a local hotel. The room was decorated with flowers and Jean's family was all there....but what struck me the most was the **steady** stream of people coming in that afternoon.....people who stopped by to wish Jean a happy 90th birthday, but more importantly to thank her for making a difference in their lives – what a tribute to Jean! It was beautiful to see and so nice for Jean to hear all those kind words. Jean did make a difference in hundreds, probably thousands of lives, mine included.

Multi-Level ESL — What's That?

By: Patricia Mullett, ESL Instructor at Metropolitan Community College

Metropolitan Community College in Omaha has a Saturday 4-hr Multi-Level ESL Class (Literacy to Level 6) located at Millard South High School in West Omaha.

Pearson Longman curriculum materials are the basis for class content, but books are not used at this site because of the variety of levels.

There are approximately 15-20 regular students returning each quarter. This location has open enrollment for the first two weeks of the quarter and usually gains another two or three students during that time. The challenges are many. How does one create interesting and fresh lessons for the same topics, same students, quarter after quarter or year after year?

Students may advance a level or more during any given quarter but rarely move to another location. Also, there are 5 or 6 different languages and cultures to consider. I am proud to be the instructor assigned to these challenges.

Each quarter begins with an orientation packet of information and forms to include the "42 Sounds" sheet which is to be brought to class for reference and a regular Saturday 10 to 15 minute phonics lesson. My goal is for students to know the letters and sounds on the sheet with routine class practice to provide a potential ability to divide 80% of English words into syllables and sound them out.

For the first four weeks of a quarter, students are given weekly end-of-chapter tests (1 to 4) to correspond with their current BEST Plus Test score. These tests are reviewed by the students but kept in their respective student files. Tests are corrected and reviewed for areas that need to be addressed such as: prepositions, articles, comparatives/superlatives, etc. On the fifth week, Mid-Term tests

are downloaded from Staff-Share (a Metro intranet file shared by ABE staff) and given to students according to their current score & level of record or instructor discretion of their ability. For example, some Literacy students were very capable of a higher level curriculum-based test.

The BEST Literacy Test is only given to Level 6 students. All results are input into the Metro Student Information/Attendance Report and transmitted to the ABE/GED/ESL liaison for input into AIMS, documentation and future use. The rest of the quarter or the beginning of the following quarter, students will complete the last chapter tests of their respective levels.

Lessons originating from chapter test errors are somewhat secondary as there is a need to be alert to what students want, need to know and who can be best served by the lesson presented.

If students ask for something specific, then a short lesson is developed and all partake. Students' respective backgrounds are utilized for lesson planning. (Housekeeper, salesclerk, seamstress, doctor, child care assistant, business planner, architect, veterinarian, construction, factory, homemaker, etc.). Typical everyday topics like money, numbers, days of the week or months are always factored in.

Each lesson: (DESK/BOARD/
STUDENT PARTICIPATION/
VARIED/PACED)

- Related visuals/applicable items, if possible, to utilize and handle (90% of learning is appealing to the senses).
- Use the same visuals in as many activities as possible for repetition and recognition.
- Magnetic-taped pictures from computer clip art are posted on the board

depicting the same items using the varying verbs, actions and tenses.

- Read prepared flash cards that read the same as the pictures on the board (using the same varying verbs, actions and tenses).

- All classes incorporate phonics, speaking, reading, and writing activities (to include grammar) centered around the same visuals.

- Lessons are as visual as possible and hopefully challenging to the varying levels.

Students are very aware that on the last day of the quarter there is a special ceremony. Adult family members are invited to attend the pot-luck meal and ceremony. Individual certificates are earned and depict total hours of study to-date and reflect any honorable mention qualities (attendance, punctuality, commitment, dedication, confidence, etc.).

At the end of each class period, students form a circle around the visuals and must ask the person next to them to pick up an item and put it or them into the bag provided (recognition/repetition activity).

We say good-by like we said hello, in a friendly kind of way.

Saturday Class Session Example:

Class always begins with a circle to welcome each other, say good morning and practice a somewhat routine confidence building chant. The chant originated to encourage belief in oneself, recognize diversity, create friendship and practice sign language.

Next a handout sheet to 'fill-in' the word: **see, look or watch**; (a lesson at the request of one of the students).

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Multi-Level ESL — What's That? - Continued

Continued from page 3

Verb practice with these visuals on the table/pictures on board:

dust /duster
 horse/bicycle/ride
rake/raking
 needle/thread/sew
 dishes to set the table
 clothes line (rope)/clothes pins/dry
 picture, hammer, nail to hang picture
sell/clothes
sweep/sweeping, broom
fold/clothes
 car/drive
shovel snow
brush/brushing
build houses
 iron/ironing board
 dog & dog dish/feed

Students will volunteer to come to the front of the class, pick up one (or more) visual and speak.

(Ex: duster): I, we, you, they dust everyday; he, she, it dusts everyday; I, we, you, they dusted last week; he, she, it dusted last week; I'm dusting right now and I will or I'm going to dust next week).

Students will volunteer to write the names of the visuals on the board from viewing them on the table. Each student at the board will act as instructor using a pointer for confidence

to read his/her list of words. The student speaks and then the class repeats. Repeated until each student has demonstrated confidence with this task.

The grammar sheet is then distributed; it has the verb tenses on one side and the pictures of the activity on the other (Ex: First verb is dust and on the back a woman is dusting).

Now the students can practice speaking looking at the sheet. Volunteers at the board will now write sentences, questions and Yes & No responses **based on one at a time instructor posted picture on the board.**

Ex: (Picture of a lady dusting)
 She's/She is dusting. Is she dusting?
 Yes, she is. No, she is not. (**isn't**)

(The class utilizes contractions from day one throughout the quarter. Focus is on capitalization, punctuation, question marks, commas, periods, Yes/No responses, etc.). While writing at the board, students can be given an item; the class will ask them: "What do you have?"

Board students will speak and write the sentence (Ex: I have a duster. He/She has a duster). All seated students will also practice speaking and

writing from their desks.

Lastly, students will each receive 3-5 flash cards for reading aloud. These cards are a repetition of what's seen in the pictures on the **board and grammar handout** (Ex: She's dusting. He is sweeping the floor, etc.). Time is flexible per activity.

Some examples of time appropriate lessons at Millard:

- Tornado season
- School starting (permission slips; writing an absence excuse to the teacher)
- Flu season (immunizations) – Class read a small children's book on measles and then everyone had to get a shot
- Medical lessons are on-going (class had a recent lesson on side effects, warnings, expiration dates)
- Work lessons are on-going (pay voc, accident report, first-aid station, words on an application, day off, etc.)
- Apartment renting dialogue; abbreviations
- Map study of different states (NE, Midwest, directions, Corn Fields, Huskers, seasons, state bird, flower, etc). Work in some citizenship questions/answers.
- Holidays (after Christmas write a thank you card for a gift received).

TEAL Update

By: Jeanette Evans, Nebraska Adult Education Consultant



As state coordinator for the Teaching and Excellence in Adult Literacy (TEAL) project, I want to give

you an update on the activities of your state TEAL team! As Vicki Bauer told you in a September newsletter article, Nebraska is one of twelve states selected to participate in this project. The Nebraska team consists of Janet Kletke (Metro), Maggie McLean (SCC), Sue Pohlman (NECC), and Shannon Schaben (Mid-Plains).

This is the second month of the online course that will take us through spring of 2011. Participating in an online classroom is reasonably new to the

team members, and is proving to be an interesting adventure! Learning the vocabulary that includes words like Moodle, Elluminate, and wikis has opened a new world for us and learning to maneuver, manipulate, post questions, and participate in online conversations with the other eleven states is, at times, tricky business—very, very worthwhile, but tricky!

The first module introduced and expanded on the concept of Universal Design for Learning. This month the topic is Self Regulated Learning. Expect to see and hear a great deal about these topics as well as others as we prepare to share what we are learning with all of you. The focus is

on enhancing writing skills for students to take them beyond the GED essay. However, the applications being learned are so applicable to other areas of instruction that I feel like we are getting a "bonus" for participating! I am hoping to get other team members to write about TEAL in the newsletter as we move through the coursework.

I would encourage you to read a bit on what Lisa Delpit has to say about the effects of poverty on student learning. Her perspective is a little different than what we have read and heard from Ruby Payne. I am hoping to read her book, *Other People's Children*, sometime soon.

Taking A Dialogical Approach to Adult Education—Part II

By: Kale Riley, Instructor, Nebraska Corrections Education

I am currently working on a doctorate of education while I am teaching Adult Basic Education at the Nebraska State Penitentiary. I am writing an article, as a precursor to my dissertation, examining the use of a dialogical approach in Adult Education.

What follows here is a draft of this article. At the end of each part I have included my email address. I would like to request feedback on this article. I am interested both in experiences of veteran teachers and the views/interpretations of educational professionals. Your anonymous feedback will be used to improve the final article as well as my eventual dissertation.

Introduction (Repeated from Part I)
http://www.education.ne.gov/ADED/documents/November2010_AE_News.pdf

When looking at modern adult education, dialoging can be an effective and logical approach. An environment of open dialogue among all participants is the key component to what is described as a dialogical classroom. The concept of a dialogue-rich learning environment can be traced back to Socrates and his method of instruction. (Maxwell, 2009; Burbules, 2001)

A dialogical approach to education has more recently been posited by contemporary researchers and theorists. (Bahktin, 1975; Vygotsky, 1978; Rogoff, 2003; Fecho and Stergios, 2007) While it can be argued that a dialogical approach to education is equally effective with middle school, high school and adult learners, this paper will focus on the adult education environment.

Dialogical Approach to Adult Education

While not all adult education environments are the same, all can be conducive to a dialogical approach. A

class of adults is much more like a collection of equals; each participant offering his or her own set of skills, expertise, and personal, practical knowledge. From a college class to a one-on-one ABE tutoring session, open dialogue between participants is a useful learning and teaching practice. Within ABE a dialogical approach is especially useful. Generally speaking, many students in an ABE setting view themselves as being undervalued.

Because a dialogical approach places importance on the perspectives and experiences of the students, such an approach tends to build the students' sense of self worth which, in turn, raises personal self expectations, leading to increased effort and motivation. (Bahktin, 1975; Rogers, 2004; Shell, et. al., In Press) One difficulty in any adult education setting, perhaps more so within an ABE setting, is the lack of a sense of ownership in the class.

A dialogical approach helps create a sense of camaraderie and/or a feeling of ownership toward the class and education. Socrates encouraged students to ask questions expecting them to ask the right, strong, questions.

This can be difficult in a middle school or high school classroom because not every student is able to know and ask the correct questions. As a general rule however, adult students are better suited to ask the kind of question a Socratic approach would expect.

A dialogical approach to education, especially adult education, can manifest itself within the classroom in a variety of ways. In Socrates' day, dialogue was simple; the instructor spoke, then the students each took their turn talking and the process repeated. Today, there are an ever increasing number of ways in which people can communicate quickly.

Pros and Cons of a Dialogical Approach

As with any education theory or best-practice, a dialogical approach is not an end-all solution. It is a tool which can be utilized to increase and improve learning within an educational environment. When considering any educational approach, it is important to remember that oftentimes the setting dictates how effective an approach can be.

Age, experience, number, and the attitude of students all affect how well any educational approach will work. Likewise, the experience, beliefs and attitudes of the instructor about how classroom instruction should be managed also has an effect on the effectiveness of any educational approach.

There is substantial research and theory supporting a dialogical approach to education. Much of Bahktin's work was centered on a dialogical approach. Similarly, Vygotsky also promoted a social aspect to learning. (Bahktin, 1975; Vygotsky, 1987; Wortham, 1998; Gee, 2000; Morgan & Beaumont, 2003; Guilar, 2006; Fecho, Botzakis, Stergios, 2007; Dirkx, 2009) In practice however, there are always pros and cons to any academic approach.

Pros:

A discussion-rich environment encourages positive discourse, which considers all points of view, especially the varying perspectives of the students. These interchanges allow all the participants in the discussion to broaden their outlooks, think beyond their current opinions, and potentially learn a great deal.

A dialogical approach encourages students to verbally share their ideas; this helps to focus their thinking and understand ideas better.

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Taking A Dialogical Approach to Adult Education—Part II, Continued

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Both active speaking and active listening help participants process information more completely. A good dialogical environment lends support and validation to every participant's right to have an opinion and the freedom to express that opinion. Even when participants disagree, or are, in fact, incorrect, a discussion format allows the chance for every participant to be heard and acknowledged.

In any educational setting, when a student comes to an erroneous conclusion the instructor may need to correct the conclusion, but should do so in a positive manner which validates the student's attempt, utilizing statements such as, "I see where you might think that..." "I see your argument..." or "You know, a lot of people believe that, however..." This approach is especially important in a dialogical setting as this type of validation maintains the integrity of the dialogical classroom.

A dialogical approach encourages, in fact insists upon, students utilizing and building their vocabulary. As students and instructors speak, and listen to others speak, they are exposed to new and varied vocabulary words, with the chance to hear these words in context.

This type of immersion in specific vocabulary helps students recognize not only the denotation, but also the connotation, of new words. Much like the idea of learning a foreign language by spending time immersed in that language, a dialogical approach immerses participants in vocabulary, as well as a wealth of knowledge. (Baker, 2007)

An additional benefit is that a dialogical approach helps to build social bonds among participants. As different issues are discussed, students and teachers alike discover more about their fellow participants and themselves. Participants form social

bonds with others who have similar experiences or opinions. Social bonds, once formed, lead to the formation of stronger social bonds formed through additional discourse.

Often times the opportunity to share and discuss one's opinion is the ideal catalyst for students to take interest in education. Strong social bonds, and a rapport between students and teachers, help to improve classroom management. Students are less likely to act out and when an incident occurs, the teacher has a rapport which can be used to de-escalate tense situations.

Within the ABE setting, a discussion rich environment invites, and perhaps counts upon, students to share their personal life experiences. While life experience is not always right out of the text book, bringing in the experiences of students lends validity to the subject matter and provides opposing viewpoints to scrutinize. Especially in the Adult Education setting, the teacher often does not know everything, or all there is to know, about a topic.

Every student/participant in an Adult Education setting has personal experience and knowledge, and an area of expertise, all of which deserve to be accessed and drawn upon.

One great stressor for every teacher is time. No matter where an educator teaches, time always seems to be the enemy. There never seems to be enough time to plan lessons, prepare lesson materials, create back up plans, grade, and record completed lessons. During class, the clock often moves faster than the lesson. A dialogical approach will not solve all the time management issues facing teachers, but it can help. One of the difficult things about planning and preparing a lesson in a traditional classroom is anticipating and planning for all the possible "what ifs."

Teachers spend hours writing out questions and activities, making copies of hand-outs, creating notes, identifying book chapters to assign for reading, and so on. In a dialogical setting, the teacher needs only supply a topic, five to ten guiding questions, and let the students do the rest.

Once the discussion begins, the students, themselves, will do some of the teaching, as well as the learning. Depending upon the age and prior knowledge of the students, the teacher will either take an active or a passive guidance role in the discussion; however, it will be the students who handle the "what ifs."

Certainly there will be days when the instructor spends more time planning in order to provide an experiment or some kind of activity beyond the discussion. Obviously, the instructor should always come prepared with the correct topic and good classroom management skills, but the amount of planning time is reduced by a dialogical approach to education.

Cons:

Again, as with all educational approaches, there are some potentially negative aspects to a dialogical approach. The first, and possibly most obvious difficulty within a dialogical environment, is the possibility of disagreement.

Anytime people are encouraged to share their thoughts, there is a potential for disagreement. A friendly disagreement is healthy and can actually add to the virility of a learning experience however, an unfriendly disagreement can seriously divide a classroom, leading to disgruntled attitudes which, in turn, lead to students who are unable or unwilling to learn.

Students, in fact, people, by nature, are different. Some participants in a dialogical classroom will process

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Taking A Dialogical Approach to Adult Education—Part II, Continued

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information slower than others. Some participants will prefer to write their ideas down in order to ensure their thoughts are expressed correctly. Other participants will have strong personalities that tend to dominate a conversation or discussion.

While these drawbacks can be attributed to human variance and are often hard to predict, they can be easily remedied while maintaining a dialogic environment. Remedies are up to the instructor through the management of instruction. For example, the teacher may articulate discussion guidelines to limit dominating speakers or offer students time to write ideas down before verbally sharing them to help them clarify their thoughts.

There are an infinite number of options for a creative and dedicated dialogical instructor. As with any classroom approach, the instructor will need to mold the program to fit the needs of his or her students. For example, a dialogical approach can still be utilized even in the case of deaf or mute students through the use of sign-language.

Another potential problem with employing a dialogical approach, at least in the current educational system, is that much of the onus lies with the student. On paper, placing the responsibility for learning on the students not only makes sense, but appears to be the most appropriate way to further education.

However, in the current U.S. system, governed by *No Child Left Behind*, this type of system creates risk for the instructor. In any performance-based system where the instructor's pay, or job, are dependent upon the performance of his or her students, it is the teacher who is blamed if students do not take their learning seriously. Discussion-based lessons and discussion-based learning are better

suited for teachers and students with a "Mastery Approach" mentality, as opposed to a "Performance Approach" mentality. (Schunk, 2008)

A dialogical approach depends on students taking an active role in their education. It should be obvious that a discussion format will be ineffective if no one participates in the discussion. This truth also complicates researchers' abilities to study or evaluate dialogical classrooms.

One group of students may accept the role of participants with open arms and have very active conversations, while a second group of students, with the same instructor, may balk at the idea and offer very little in the way of discussion or dialogue. Some level of student involvement will, of course, revolve around the type of scaffolding provided by the instructor. Student prior knowledge will also play an important role in a dialogical environment.

Instructors often have to reorganize their thinking to teach in a dialogical environment. A dialogical instructor must accept a slightly different role in the classroom, becoming a listener and a learner, as well as the instructor. In *Educational Practice Report: 2 Instructional Conversations and their Classroom Application*, Claude Goldenberg points out, "Direct instruction assumes that what is to be learned by the student is already in the head of the teacher." (Goldenberg 1991, pg. 5.)

In other words, a traditional method of instruction—direct instruction—is based on the idea that, since the teacher has all the answers, he or she already knows all that needs to be taught. A dialogical approach is based upon what Goldenberg refers to as "instructional conversations" (Goldenberg, 1991) which allows the teacher or instructor to also be a participant in the discussion—a learner. Most teachers do not make

this paradigm shift easily. Becoming an active participant in a discussion opens a teacher up to being asked a question to which he or she does not have an answer.

Furthermore, shifting from teacher to learner is not always comfortable. Doctors make the worst patients, according to the idiom. To coin a similar phrase, teachers often make the worst students. In order for a teacher to become a learner, the teacher must release some of the power afforded him or her by the traditional classroom view.

Conclusion

Looking at modern education, more specifically modern adult basic education, a dialogical approach is a most effective and logical approach. An environment of open dialogue and discussion among all participants—instructional conversation—is the key component to a dialogical classroom.

The concept of a dialogue rich learning environment can be traced all the way back to Socrates, but more recently has been supported by Vygotsky, Bahktin, Rogoff, Lave, Goldenberg, and many others.

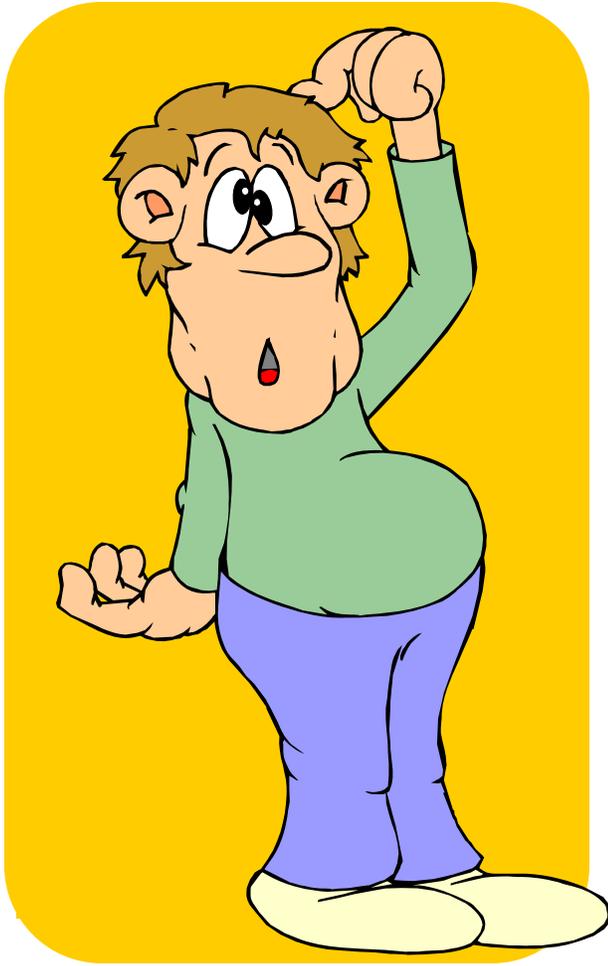
Discussion of a topic helps fill in gaps for learners, as well. What one person misses, another person will hold onto; some information in long term memory has been stored but is inaccessible until triggered by discussion or another's comments.

[Again, I would like to request feedback on either this particular article or the use of a dialogical approach to adult education. Please send feedback to me, Kale Riley, at: \[mr.riley_teacher@yahoo.com\]\(mailto:mr.riley_teacher@yahoo.com\); place "Article Feedback" in the subject line. Thank you for your input and assistance with this project.](#)

References can be found on page 8

Speaking of Foreign Languages—English

By: Dr. Richard N. Krogh



I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, slough, and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?

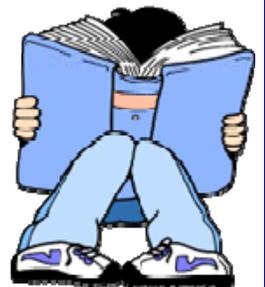
Beware of heard, a dreadful word,
That looks like beard and sounds like bird.
And dead; it's said like bed not bead;
For goodness sake, don't call it deed!
Watch out for meat and great and threat,
(They rhyme with suite and straight and debt).
A moth is not a moth in mother,
Nor both in bother, broth in brother.

And here is not a match for there,
Nor dear and fear for bear and pear.
And then there's dose and rose and lose—
Just look them up — and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go, then thwart and cart,
Come, come I've hardly made a start.

A dreadful language? Why, man alive,
I'd learned to talk it when I was five.
And yet to write it, the more I tried,
I hadn't learned it at fifty-five!

NDE Library Materials Available for AE Staff to Check Out

The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. <http://www.education.ne.gov/ADED/documents/AEResourceLibrary.pdf>. Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jeanette. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jeanette: 402/471-4806 - jeanette.evans@nebraska.gov



Taking A Dialogical Approach to Adult Education—Part II, Continued

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The Dirty Dozen

Twelve Germiest Places

From: MSN News—For more information on fighting germs, visit www.health.com



The cold and flu season is upon us; some of these germs are lurking where you least expect them. Health magazine senior editor Frances Largeman-Roth pinpoints the 12 germiest places you're likely to encounter during an average day. The fight is in your hands. Literally. Eighty percent of infections are spread through hand contact.

1. Your kitchen sink

Kitchen sinks are dirtier than most bathrooms. There are typically more than 500,000 bacteria per square inch in the drain alone. Plus your sponge, basin and faucet handles are crawling with bacteria as well.

2. Airplane bathrooms

It may not be a shock that there are a huge number of germs in most public bathrooms, but experts agree the cramped and overused ones on airplanes are the worst. There are often traces of *E. coli* or fecal bacteria on the faucets and door handles because it's hard to wash hands in the tiny sinks. The volcanic flush of the commode tends to spew particles into the air, coating the floor and walls with whatever had been swirling around.

3. A load of wet laundry

Any time you transfer underwear from the washer to the dryer, you're getting *E. coli* on your hands. Just one soiled undergarment can spread bacteria to the whole load and machine.

4. Public drinking fountains

Drinking fountains are bound to be germy, but school fountains are the worst, with anywhere from 62,000 to 2.7 million bacteria per square inch on the spigot.

5. Shopping cart handles

Saliva, bacteria and fecal matter are just a few of the substances found on shopping cart handles. Cart handles rank high on the yuck scale because they're handled by dozens of people every day and, of course, raw food carries nasty pathogens.

6. ATM buttons

If you're not careful, you might pick up more than quick cash from your local ATM. These buttons have more gunk on them than most public-bathroom doorknobs! ATMs aren't frequently cleaned, and are regularly touched — a perfect combination for a lot of germs.

7. Your handbag

Recent studies found that most women's purses had tens of thousands of bacteria on the bottom and a few were overrun with millions. Another study found bugs like *pseudomonas* (which can cause eye infections) and skin-infection-causing *staphylococcus* bacteria, as well as *salmonella* and *E. coli*.

8. Playgrounds

There's just no way to put this delicately: Children tend to ooze bodily fluids and then spread them around. When researchers sampled playgrounds, they found blood, mucus, saliva and urine. Pair those findings with the fact that children put their fingers in their mouths and noses more than the rest of us, and it's easy to understand why Junior (and maybe his mom or dad) has the sniffles.

9. Mats and machines at health clubs

Antibiotic-resistant *staphylococcus* has been found on yoga mats and cardio and resistance machines. At high schools, antibiotic-resistant-staph infections have been transmitted through wrestling mats. The same thing could happen at health clubs.

10. Your bathtub

Shocking, but true: The place you go to get clean is quite dirty. A recent study found *staphylococcus* bacteria, a common cause of serious skin infections, in 26 percent of the tubs tested, as compared with just 6 percent of garbage cans. Tubs typically had more than 100,000 bacteria per square inch! You're washing germs and viruses off your body and the tub is a fairly moist environment, so bacteria can grow.

11. Your office phone

This is enough to make you dial 911: Office phones often have more than 25,000 germs per square inch, and your desk, computer keyboard and mouse aren't far behind. Phones, including cell phones, can be pretty gross because they get coated with germs from your mouth and hands.

12. The hotel-room remote control

What's the first thing you do when you settle in at a hotel? You grab the remote control and switch on the TV — you, and the hundreds of other guests who've stayed there. How dirty is it? A recent study tested various surfaces for the cold virus after a group of sick people had stayed overnight and found the virus on the remote, door handles, light switches, pens and faucet handles. So wash up and do what you can to healthy!

Adult Education: Key to Building Nebraska's Future Workforce

By: Kate Bolz, Community Educator, Nebraska Appleseed Center for Law in the Public Interest

As Adult Education experts know, education is a key to economic self-sufficiency. The Nebraska Appleseed Center for Law in the Public Interest has recently released a report underscoring the importance of Adult Education to decrease poverty and increase opportunity in our state entitled "Adult Education: Key to Building Nebraska's Future Workforce."

The report outlines key statistics and recommendations for investing in adult education in our state.

By 2018, 66% of jobs in Nebraska will require post-secondary education, placing our state 7th in the nation in the need for educated workers. Nine out of ten of the fastest growing jobs in Nebraska (such as truck drivers, registered nurses, and customer service representatives) require education beyond high school.

However, one in eleven (8.8%) adults in Nebraska do not have a high school diploma or GED. At the same time, half of Nebraska adult education programs have waiting lists.

"We need increased attention on Adult Education in Nebraska in order to be sure that we build a workforce for the future and increase the skills and economic stability for low-income workers in our state," Rebecca Gould, Executive Director of Nebraska Appleseed.

"This issue touches so many Nebraskans with one in four (22.5%) low-income working families containing a parent without a high school diploma or GED, and 44% where both parents lack any post-secondary education."

Adult Education programs in Nebraska are funded through a combination of federal, state, and local

funding. Overall funding has decreased from 2006-2009. While state level contributions have increased slightly during that time, Nebraska still invests just \$9.05 per adult without a High School Diploma or GED, ranking 43rd in the nation.

The report encourages increased investments in adult education programs, promotion of transitions to work and school, and connecting students with support services.

Nebraska Appleseed would like to thank the Nebraska Department of Education staff, the Adult Education Program Directors, and specifically the Cargill Community Learning Center for their assistance in the development of this report.

Access the report to learn more at www.neappleseed.org

Metacognitive Skills

Below is a sample activity from Nancie Payne's PowerPoint presentation this summer. Try this out on students—be amazed at their responses. Remember there are no right or wrong answers!!!!!!

Solve The Riddle ...

**If Widdles are Fuddles &
some Fuddles are Bamles
then Widdles are definitely
Bamles**

True or False?

Celebrating The Holidays



Kwanzaa

Kwanzaa is a seven day festival celebrating the African American people, their culture and their history. It is a time of celebration, community gathering, and reflection. A time of endings and beginnings. Kwanzaa begins on December 26th and continues until New Years Day, January 1st. This relatively new holiday started in the 1960s and today is celebrated by 18 million Americans.

Chanukah (Hanukah)

Chanukah or Hanukah, the Festival of Lights, is a celebration of the Maccabean victory in 167 BC and the rededication of the Jerusalem Temple. It also commemorates the miracle of the oil that burned for 8 days.



Christmas

Christmas is a time for Families, Fun, Worship, and Festivities! A time of family gatherings and holiday meals. A time for Santa, stars, and singing carolers. A time for ornaments, gifts, and twinkling lights. Of sleigh rides, hot cocoa, and gingerbread cookies.

Visit <http://www.holidays.net> for trivia, crafts, pictures, traditions, recipes, and tons of other information on lots of holiday celebrations throughout the year!



New Resource Materials Needing To Be Reviewed



NDE tries to add to the collection of resources available on a regular basis. A \$25 stipend is paid to individuals who provide a review for publication in the AE newsletter. This month, the following books are available for review:

If You're Trying to Get Better Grades and Higher Test Scores, You've Gotta Have This Book! Get Ready.....Get Set.....Get Sharp! There are three books in this set published by Incentive Publications: a volume each of Social Studies, Math and Reading/Language. They look like great materials for use with students—lots of lifelong skill building activities built around subject content. If you would like to try them out, let Jeanette know.

Dr. Stephen Brookfield, a professor in the Department of Higher Learning at Columbia University, has written several books around the themes of critical thinking and reflection on learning. In light of all the focus on student need for critical thinking skills, and based on what was presented in Nancie Payne's metacognitive workshop last July and revisited at conference in a session by Jeannie Siebert and Diane Brune—this is a topic for all. *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting* and *Understanding and Facilitating Adult Learning*, both by Brookfield, look like great instructor resources. Both are available for review.

Krista Kjeldgaard, also a presenter at the annual conference, recommended two books from Teachers of English to Speakers of Other Languages (TESOL). *New Ways in Teaching Adults (Innovative Classroom Techniques)* by Marilyn Lewis, *Adult Language Learners: Context and Innovation* by and *Authenticity in the Language Classroom and Beyond: Adult Learners* both edited by Sarah Rilling and Maria Dantas-Whitney. Both are available for review and/or check out to Adult Ed staff members.

REMINDER: If you are looking for professional development materials or topics, the state resource library is the place to start! Materials available are listed on the NDE website and/or you may contact Jeanette for more information at 402-471-4806 or [email jeanette.evans@nebraska.gov](mailto:jeanette.evans@nebraska.gov)