

The Characteristics of Non-Traditional Education

An Overview Presented by
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[Non-traditional Students]

- In 2000 three-quarters ($\frac{3}{4}$) of American Undergraduates were non-traditional in some way.

Ref. Clinton, H.R. (March 4, 2005) 1. Help for the growing ranks of nontraditional students. *Chronicle of Higher Education*, p. B7

- Reasons for attendance vary and include but not limited to:
 - Certification
 - Re-training
 - Degree Completion
 - Life Fulfillment
 - Job Requirement
 - Etc.

[Student Needs]

- Students have unique learning requirements:
 - Academic Skill Remediation
 - Child Care and Family Support
 - Financial Support
 - Class availability at unusual times and in convenient locations.
 - Etc.

Ref. Clinton. p. B7

[Research]

- Primary data in this PowerPoint™ derived from research done during 9 years of teaching for Cardinal Stritch University.
- Included interviews and directed discussions with personnel at:
 - Cardinal Stritch University-College of Business
 - National-Louis University-College of Arts & Science School of Adult Continuing Education
 - DePaul University
 - Herzing College / ITT Technical College
 - Consulting Seminar Presentation Participants over 6 years.

[Program Comparison]

- Tradition Student Characteristics
 - 18-25 years old
 - Students full time
 - Majority live on-campus
 - Accepting of theory based learning
 - Directed to acquire factual information
 - Learn as individual students
 - Students seek clear direction (grade oriented)

[Comparison cont'd]

- Traditional Instructor Characteristics
 - Professor is the prime source of information
 - Can be lecture based, but not always
 - Can be highly theoretical in teaching, but not always
 - Tenured, full time

[Comparison cont'd]

- Traditional Curriculum Characteristics
 - Created by individual professor and departmental chair
 - Committee approved
 - Professor controls implementation of course
 - Designed around learner needs determined by professor
 - Taught in one location by few professors
 - Great creative latitude
 - Professors have ability to change readings quickly
 - Moderately price sensitive

[Comparison cont'd]

- Traditional Material Dissemination Characteristics
 - Student buys through University Bookstore or alternative
 - Off-campus locations available
 - Materials purchased course by course
 - Materials costs open ended

[Comparison cont'd]

- Traditional Time/Place Characteristics
 - Courses taught on-campus in many classrooms
 - Student takes multiple courses during the day
 - 16 weeks of classes meeting 2-3 times a week
 - Normal class time 55 minutes to one and 1/2 hours
 - Moderate outside of class time (homework assignments)
 - Semester based

Summary Traditional Characteristics

- Traditional students can be defined as those who begin matriculation through their education right after high school within the "normal" University scheduled program.
- Program delivery facilitated face-to-face, television, on-line (synchronous & asynchronous), and other media.

[Comparison cont'd]

- Emerging Traditional Student Characteristics
 - 18-open ended years old
 - Full time students, part time workers
 - Live both on and off campus
 - Mix study, work and social lives
 - Goal directed (career minded)
 - Diverse life experience
 - Sometimes skeptical of theory based learning
 - Directed towards career based information
 - Work as individuals and in groups
 - Students seek clear directions (grade oriented)

[Comparison cont'd]

- Emerging Traditional Instructor Characteristics
 - Professor assuming facilitator characteristics
 - Uses a wide range of teaching methods and media
 - Grounded in theory of professional field
 - Increased use of part time instructors to augment tenured faculty

[Comparison cont'd]

- Emerging Traditional Curriculum Characteristics
 - Diverse learning styles increasingly integrated into curriculum...driven by changing demographics
 - Standardized with limited creative freedom
 - Taught in multiple locations by a mix of traditional faculty and part time instructors

[Comparison cont'd]

- Emerging Traditional Materials Dissemination Characteristics
 - Mirrors traditional with greater flexibility in ways of purchasing needed materials
 - Students individually responsible for purchasing materials

[Comparison cont'd]

- Emerging Traditional Time/Place Characteristics
 - Increased use of off-site locations for teaching
 - Increased use of evening scheduling for teaching
 - Normal times (mirror Traditional)

Summary Emerging Traditional

- Emerging Traditional students are primarily day students who matriculate through their education within the "normal" University program.
- Many are working part time and have "adult" responsibilities.
- Program delivery facilitated face-to-face, television, on-line (synchronous & asynchronous), and other media.

[Comparison cont'd]

- Non (New) Traditional Student Characteristics
 - 20-60 Year of age (Average 32)
 - Full time workers. Full time students
 - Many are married with family responsibilities
 - Combine studies with work and family tasks
 - Learn through active engagement between class data and life goals
 - Possess rich life experience
 - Sometimes skeptical of theory based learning
 - Self-directed toward solving problems (reflect work life)
 - Directed by institution to learn together in cohorts
 - Demand clear direction for goal achievement and grade oriented

[Comparison cont'd]

- Non (New) Traditional Instructor Characteristics
 - Instructor represents one of many sources of information
 - Facilitator of learning
 - Practitioner in field teaching (pragmatic managers)
 - Mentor, full time professional, part time instructor

[Comparison cont'd]

- Non (New) Traditional Curriculum Characteristics
 - Centrally designed by curriculum consultants to take advantage of adult learning styles
 - Instructor contracts to present course as delineated in syllabus
 - Designed around global learner needs
 - Taught in many locations by myriad instructors
 - Template driven within defined creative parameters
 - Instructors limited arbitrarily assigning readings not included in syllabus
 - Highly pride sensitive

[Comparison cont'd]

- Non (New) Traditional Materials Dissemination Characteristics
 - Material delivered during prior class or at home
 - Material purchased in bulk for program
 - Material cost fixed for duration of student matriculation

[Comparison cont'd]

- Non (New) Traditional Time/Place Characteristics
 - Courses taught off-campus at varied locations
 - Student takes only one course at a time, one night a week.
 - 5-8 workshop classes (10 capstone)
 - Four hour classes
 - Outside of class group time (4 hours) required per week
 - On-going, sequential...no traditional semester or break times (based wholly on demand)

[Non (New) Traditional Summary]

- Non (New) Traditional students are primarily working adults who matriculate through their education in an accelerated (compressed) night school based University program.
- Program delivery facilitated face-to-face, television, on-line (synchronous & asynchronous), and other media.

Adult Learner Belief Structures

Entry Voice

- Value Academic knowledge.
- Grades important.
- Professor guides students and provides clear measures of success.
- Successful instructor/student relationship based on helping student get good grades.

[Belief Structures cont'd]

Outside Voice

- Value Real World knowledge.
- Reinforce and validate individual expertise.
- Professor integrates expertise with academic information.
- Successful instructor integrates both to increase work competencies.

[Belief Structures cont'd]

Cynical Voice

- Academic knowledge not highly valued.
- Participate to gain credential.
- Professor not seen as an expert.
- Non-interactive in the classroom.
- Desires non-graded activities.
- Values only real-world knowledge.

[Belief Structures cont'd]

Straddling Voice

- Values both Academic and Real World knowledge.
- Desires class activities that connect both.
- Professor integrates both into class.
- Desires collaborative learning that synthesizes and critiques adult life roles.
- Engaged with many different types of learning groups.

[Belief Structures cont'd]

■ Inclusion Voice

- Values the “life of the mind” Academic world.
- Develops complex world views.
- Professors are co-learners in all phases of learning.
- Theory, Professional Practice, and Personal Experience are all intertwined.
- Likes writing research papers.
- Values all communities that lead to intellectual growth.

Kasworm, C. (Feb, 2003). *Adult meaning making in the undergraduate classroom*. *AEQ*, Vol. 53. No. 2.

Other Issues of Concern

- How do the following also impact learner success in our classrooms?
 - Corporate Training and HR Development Programs.
 - Student Preparedness and Expectations.
 - Lack of knowledge about the accelerated nature of the COB Curriculum Model.



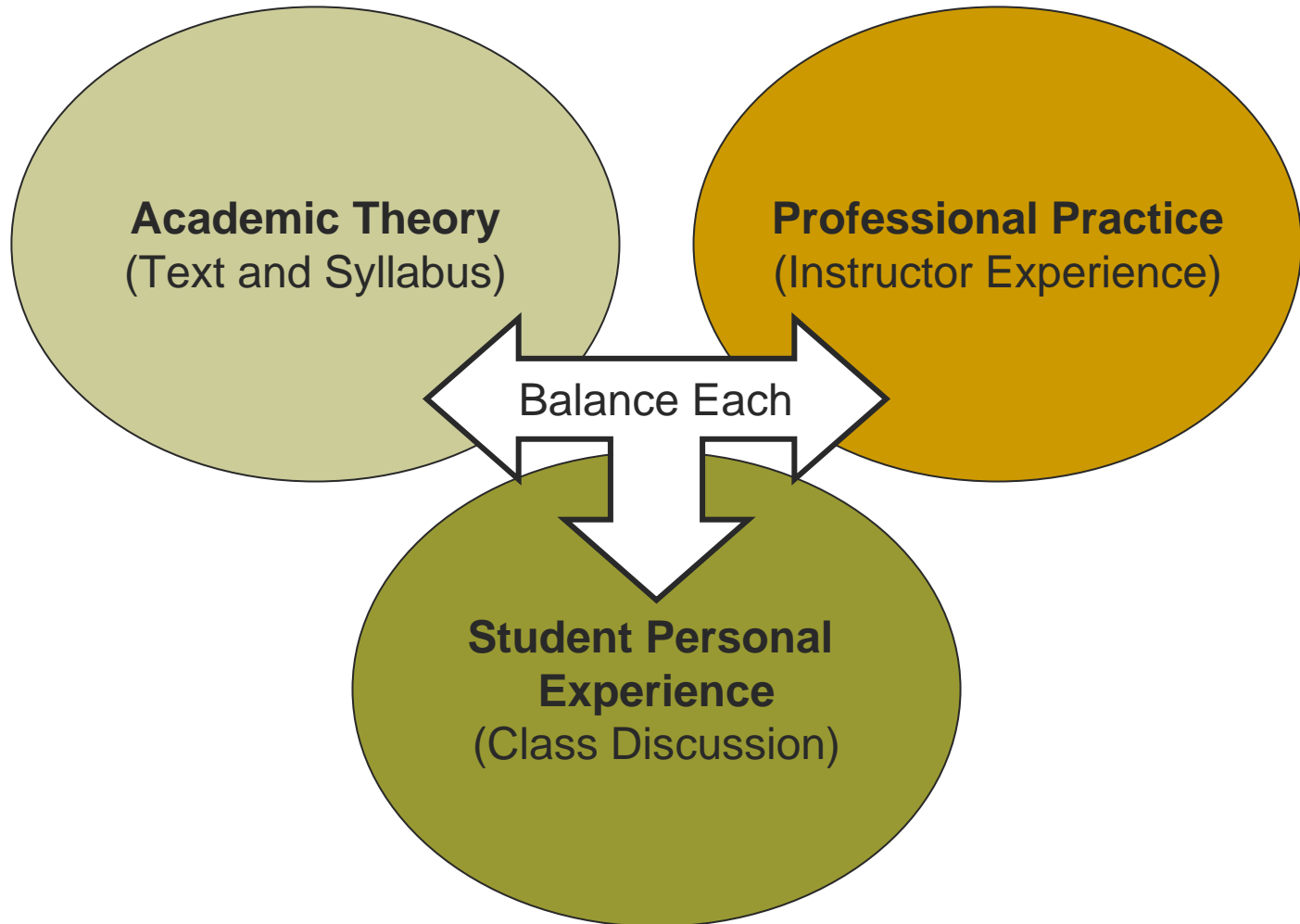
Answering the Critical Questions

- Tailor your instruction to take into account negative student values and unrealistic expectations.
- Reinforce positive learner views of the value of education in a changing world.



Addressing these issues directly impacts your effectiveness as an Instructor for Cardinal Stritch University!

[Instructional Tripod]



[Comments]

- Questions?
- Concerns?
- Observations?