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# **Building Bridges: Contextualized Instruction for IET Success**

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"What words or phrases come to mind  
when you think about effective teaching  
strategies for adult learners?"

[Word cloud - Mentimeter](#)



# Contextualized Instruction for IET Success

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## Welcome and Introductions

### Webinar Objectives:

- Understand the principles of contextualized instruction within Integrated Education and Training (IET) courses.
- Align contextualized instruction practices with the NC Community Colleges Adult Education Content Standards.
- Share and learn from participants' experiences and best practices



# Introduction to Contextualized Instruction

- **Definition:** Contextualized instruction is an andrological approach that integrates the teaching of basic skills, such as reading, writing, mathematics, and digital literacy, with occupational and employability skills within a specific context relevant to students' lives and career goals.
- **Purpose:** This approach aims to make learning more meaningful and applicable by connecting academic content to real-world tasks and professional contexts.



# Importance of Contextualized Instruction

- **Relevance to Students' Lives:** Makes learning more meaningful by linking it to real-life applications and career goals. Enhances engagement and motivation by providing practical and relevant learning experiences.
- **Accelerated Progress:** Research suggests that contextualizing curriculum and instruction can accelerate the progress of academically underprepared adult learners. Provides learners with the skills and knowledge needed to succeed in both academic and professional settings.



# Who Gets Contextualized Instruction

- **Effective at All Levels:** Contextualized instruction can be beneficial across all NRS levels, from beginning literacy to advanced levels. The specific approach and complexity should match learners' skills and abilities.
- **Early NRS Levels:** For learners at lower NRS levels (e.g., NRS Level 1-3), instruction integrates basic skills with practical, everyday contexts like grocery shopping or workplace communication to boost motivation and retention.
- **Mid to High NRS Levels:** For learners at mid to higher NRS levels (e.g., NRS Level 4-6), instruction incorporates complex contexts like specific career pathways, technical training, and advanced tasks.
- **Career Pathways and IET Programs:** Particularly effective in IET programs, which combine basic skills education with occupational skills training, often targeting learners at NRS Level 3 and above.
- **Adult Learning Principles:** Aligns with adult learning principles, recognizing learners' prior knowledge, focusing on practical applications, and promoting active learning.

# Contextualized Learning and Adult Learning Theories

<p>Adults are self-directed in their learning.</p>	<ul style="list-style-type: none"> <li>● Problem Based Learning</li> <li>● Real life Scenarios</li> </ul>
<p>Adults have reservoirs of experience that serve as resources as they learn.</p>	<ul style="list-style-type: none"> <li>● Workplace activities</li> <li>● Where have you seen this word/skill/activity before...</li> <li>● Where in a job or everyday life would you use this word/skill/activity.....</li> </ul>
<p>Adults are practical, problem-solving-oriented learners.</p>	<ul style="list-style-type: none"> <li>● Problem based learning</li> <li>● Project Based Learning</li> </ul>
<p>Adults want their learning to be immediately applicable to their lives.</p>	<ul style="list-style-type: none"> <li>● Real life scenarios</li> <li>● Thematic Instruction</li> </ul>
<p>Adults want to know why something needs to be learned.</p>	<ul style="list-style-type: none"> <li>● Real life scenarios</li> <li>● Reflection opportunities</li> <li>● Career Exploration</li> </ul>

# Research Findings on Contextualized Instruction

- **Retention and Engagement:** Contextualized instruction has been shown to increase student retention and engagement by making learning more relevant and applicable to students' personal and professional lives.
- **Skill Transfer:** Students are more likely to transfer skills learned in a contextualized setting to real-world situations, enhancing their employability and life skills.
- **Motivation:** Contextualized learning often leads to higher motivation levels among adult learners, as they see the direct relevance of their studies to their goals and daily lives.



Photo by Ben Mullins on Unsplash



# How to build on adult's prior knowledge and interest?

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Nature is interdependent and when a student learns something, they are connecting ideas and practices. Learning is the making of connections between prior knowledge and new material. In other words, learning is when the student puts the content into practice and connects the new idea to an old idea.

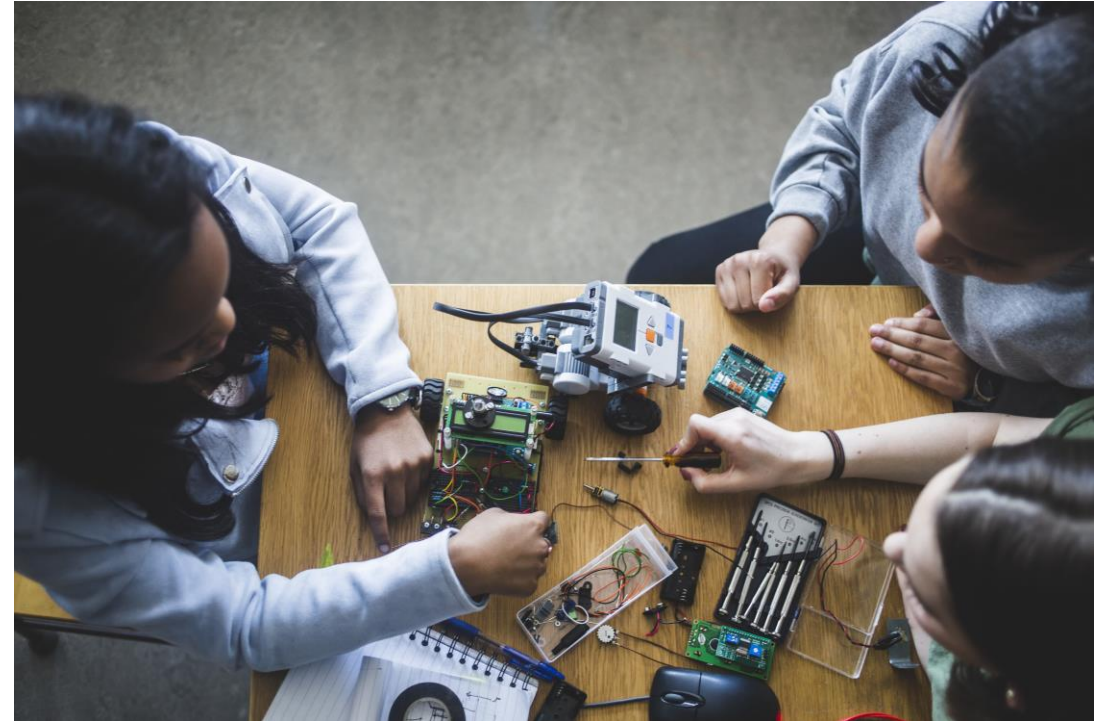
Allow opportunity for our students to make the connections to their lives:

- Relate material to their lives by incorporating their interests in lessons
- Use real world examples
- Transfer skills to real life situations.
- Connect knowledge with application

## Group Discussion

In small groups, discuss your relationship with contextualized instruction:

- have you been intentional in using contextualized instruction
- if not, what has been the major roadblock in using contextualized instruction
- if you have been, how was your experience?



# Introducing the Planning Process for Contextualized Instruction

- **Identify Learning Objectives:** Determine the key skills and knowledge that learners need to acquire, focusing on both basic skills and occupational skills relevant to their goals.
- **Contextualize Content:** Integrate academic content with real-world tasks and professional contexts, ensuring relevance and practical application.
- **Design Instructional Activities:** Create engaging and interactive activities that promote active learning and problem-solving, tailored to the learners' skill levels.
- **Assess and Adjust:** Continuously evaluate the effectiveness of the instruction through assessments and feedback, making necessary adjustments to meet learners' needs.



# Identifying learning objectives

## Nurse Aide 1: (Module C)

### Objectives

- Explain why residents in long-term care facilities are at risk for injury. Identify the role of the nurse aide in maintaining a safe environment for the resident
- Describe the role of the nurse aide in dealing with emergencies in a healthcare facility

## Group Discussion

### Nurse Aide 1 Module N

#### Objectives

- Define and describe the significance of an incident report
- Discuss the importance of accurate, detailed reporting and documentation
- Determine which incidents require a report and who is involved
- Provide guidelines for reporting and recording

What are the basic skills needed to be successful in this Module?

# Contextualize Content

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## NCCCS CCR AE Content Standards

**North Carolina Community College System  
College and Career Readiness**

**Adult Basic Education  
Content Standards**

**Levels 1 - 4, Grade Levels 0.0 - 8.9**



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# Final Thoughts