



AMERICAN MAH JONGG

Teaching Adults



Agenda

- Adult Learning Theory
- Solutions to Common Issues
- Strategies to Optimize Engagement
- Methods to Optimize Connection
- Effective Teaching Styles
- Practical Application

pe·da·go·gy

peh·duh·gow·jee

noun

1.the method and practice of teaching children;
child education.

an·dra·go·gy

an·druh·gow·jee

noun

1.the method and practice of teaching
adult learners; adult education.

The Institute of Aging

- Rely on others to decide what is important to be learned.
- Accept the information being presented at face value.
- Have little or no experience upon which to draw – are relatively “clean slates.”
- Expect what they are learning to be useful in their long-term future.
- Little ability to serve as a knowledgeable resource to teachers or fellow classmates.

- Decide for themselves what is important to be learned.
- Need to validate the information based on their beliefs and experience.
- Have much experience upon which to draw – may have fixed viewpoints.
- Expect what they are learning to be immediately useful.
- Significant ability to serve as a knowledgeable resource to trainers and fellow learners.

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Discipline & Behavior

Dependent
Teacher-Centered

Independent, self-directed
Learner-Centered

Motivation

Learning is required

Learning is a choice

Study Methods

Length based on their shorter attention span
Entertainment oriented

Length based on their longer attention span
Task oriented

THE TEACHERS TASK

*initiate the learning process
then get out of the way*

John Warren

Adult Learning Theory [Malcom Knowles](#)

- Adults learn experientially.
- Adults thrive in independent learning scenarios.
- Adults learn best when the topic is of immediate value.
- Adults are attracted to learning most when they know clear objectives.
- Adults are motivated by internal factors rather than external pressures.

Solutions for Common Issues

Outside classroom commitments	→ Charge tuition (skin in the game)
Familiarity with the topic	→ Rummy, poker
Expectation levels	→ Syllabus (framework)
Motivation to learn	→ What's in it for me (framework)
Immediate use of knowledge and skills	→ Play online, connect to or establish a group

A GOOD TEACHER

inspires hope
ignites the imagination
&
instills a love of learning

Brad Henry

Strategies to Optimize Engagement

Lesson Content

- Have a plan
- Customize as needed
- Keep it relevant

Content Delivery

- Use a variety of methods
- Give handouts reference
- Give assignments for independent study

Schedule

- Take breaks to reduce overwhelm
- Segment your lesson plan to avoid overwhelm
 - 2 4-hour sessions
 - 3 3-hour sessions
 - 6 2-hour sessions





Lesson Plan - Basic Training

- 1 Background
- 2 History
- 3 Tile Symbolization
- 4 Block Modeling
- 5 Suit Modeling
 - 5-1 One Suit
 - 5-2 Mixed Suits
 - 5-3 One Suit with Corresponding Dragons
 - 5-4 Mixed Suits with Opposite Dragons
 - 5-5 NEWS, Year, Singles, and Pairs
- 6 Player Reference
- 7 Category Modeling
- 8 Random Modeling
- 9 Charleston
- 10 Setup
- 11 Play with coaching
- 12 Core Strategy
- 13 Variations



2 4-Hour Sessions Basic Training

Session 1	Basic Training I
Hours 1-2	Fundamentals (Steps 1-5)
Hour 3	Fundamentals (Steps 6-10)
Hour 4	Random Pulls & Charleston Modeling
Session 2	Basic Training II
Hour 1-2	Charleston Modeling
Hours 2-4	Open play with coaching and strategy (Steps 11-12)



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- 6 Player Reference
- 7 Category Modeling
- 8 Random Modeling
- 9 Charleston
- 10 Setup
- 11 Play with coaching
- 12 Core Strategy
- 13 Variations

3 3-Hour Sessions Basic Training

Session 1	Basic Training I
Hour 1-2	Fundamentals (Steps 1-9)
Hour 3	Random Pulls and Charleston Modeling
Session 2	Basic Training II
Hour 1	Fundamentals (Steps 10-11)
Hour 2-3	Open play with coaching
Session 3	Basic Training III
Hour 1	Core Strategy (Step 12)
Hour 2-3	Closed play with coaching



Lesson Plan - Basic Training

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- 7 Category Modeling
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- 9 Charleston
- 10 Setup
- 11 Play with coaching
- 12 Core Strategy
- 13 Variations

6 2-Hour Sessions Basic Training

Session 1	Basic Training I
Hour 1	Fundamentals (Steps 1-5)
Hour 2	Fundamentals (Steps 6-9)
Session 2	Basic Training II
Hour 1	Random Pulls
Hour 2	Charleston Modeling
Session 3	Basic Training III
Hours 1-2	Fundamentals (Steps 10-11)
Session 4	Basic Training IV
Hour 1	Core Strategy (Step 12)
Hour 2	Closed play with coaching
Session 5	Basic Training V
Hour 1	Skill Builders (Charleston Modeling, Chain Reaction, Sprints)
Hour 2	Closed play with coaching
Session 6	Variations
Hour 1	Closed play with coaching
Hour 2	Variations (Step 13)



Lesson Plan - Advanced Training

- 1 Introduction/Survey
 - 1-1 How long have you been playing?
 - 1-2 What is your biggest pain-point?
- 2 Skill Builders
 - 2-1 Charleston Modeling
 - 2-2 Charleston Chain Reaction
 - 2-3 Charleston Sprints
 - 2-4 Charleston Force
- 3 Strategy
 - 3-1 Style
 - 3-2 Tile Efficiency
 - 3-3 Core Strategy
- 4 Play with Coaching

2 4-Hour Sessions Advanced Training

Session 1	Advanced Training I
Hour 1	Survey (Step 1)
Hour 2	Skill Builders (Step 2)
Hours 3-4	Closed play with coaching (Step 4)
Session 2	Advanced Training II
Hour 1	Strategy (Step 3)
Hours 2-4	Closed play with coaching (Step 4)



Lesson Plan - Advanced Training

- 1 Introduction/Survey
 - 1-1 How long have you been playing?
 - 1-2 What is your biggest pain-point?
- 2 Skill Builders
 - 2-1 Charleston Modeling
 - 2-2 Charleston Chain Reaction
 - 2-3 Charleston Sprints
 - 2-4 Charleston Force
- 3 Strategy
 - 3-1 Style
 - 3-2 Tile Efficiency
 - 3-3 Core Strategy
- 4 Play with Coaching

6 2-Hour Sessions Advanced Training

Session 1	Advanced Training I
Hour 1	Survey (Step 1)
Hour 2	Closed play with coaching/observations (Step 4)
Session 2	Advanced Training II
Hour 1	Skill Builders (Step 2)
Hour 2	Closed play with coaching (Step 4)
Session 3	Advanced Training III
Hour 1	Strategy – Style, Tile Efficiency (Step 3-1, 3-2)
Hour 2	Closed play with coaching (Step 4)
Session 4	Advanced Training IV
Hour 1	Strategy – Core Strategy (Step 3-3)
Hour 2	Open play with coaching (Step 4)
Session 5	Advanced Training V
Hours 1-2	Closed play with coaching (Step 4)
Session 6	Advanced Training VI
Hours 1-2	Closed play with coaching (Step 4)

Methods to Optimize Connection

- Visual Learn by seeing; presentations, handouts
 - Use well-designed presentations
 - Make diagrams of key concepts.
 - Offer supplementary handouts.
 - Illustrate with a case study or practical examples.



Methods to Optimize Connection

- Auditory Learn by listening; lectures, discussions
 - Encourage group discussion.
 - Summarize current topics.
 - Review previous topics.



Methods to Optimize Connection

- Kinesthetic Learn by touching; hands on exercises
 - Do a hands-on activity after introducing a new concept.
 - Use role-plays or simulations.



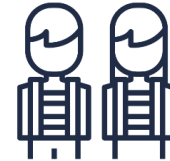
Effective Teaching Styles

Which of these describes the way you teach?

Effective Teaching Styles



TEACHER-CENTERED



STUDENT-CENTERED



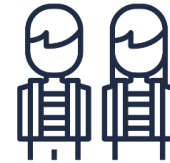
Authoritative (lecturer)

This style of teaching is often characterized by lecture sessions or presentations. In this approach, students are expected to listen, absorb the information, take notes, and ask questions.

Effective Teaching Styles



TEACHER-CENTERED



STUDENT-CENTERED



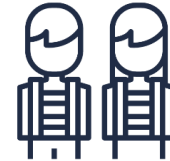
Delegator (group leader)

This style works for group activities. The instructor is an observer assisting as needed and the responsibility for learning is on the students working in a group setting.

Effective Teaching Styles



TEACHER-CENTERED



STUDENT-CENTERED



Facilitator (guide)

This style requires self-learning. The instructor is an observer assisting as needed while the students work independently to develop critical thinking skills.

Effective Teaching Styles



Demonstrator (coach)

This style of teaching involves “showing” rather than “telling” with teachers sharing examples to support the information being imparted.

Effective Teaching Styles



Hybrid (blend)

This style may combine elements of multiple styles and may be influenced by the teacher's personality and interests with those of the students.

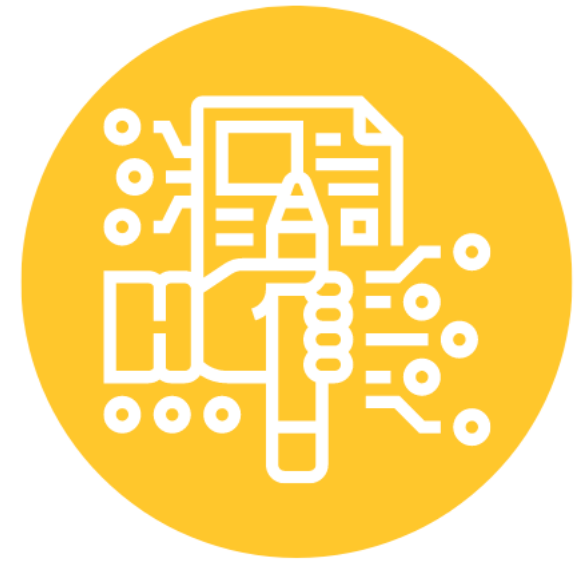
Practical Application

- Before your lesson
 - Create a lesson plan
 - Create a syllabus
 - Create a lesson description



Practical Application

- During the lesson
 - After the welcome and your introduction, have each student introduce themselves and share how they heard about mah jongg.
 - Review the previous session then share the framework for current session.
 - Present information in multiple ways so each students' needs are met based on their learning style.
 - Include opportunities for physical activity (i.e., breaks, hands-on exercises).
 - Provide handouts (i.e., checklists, abstracts, infographics, resource lists).
 - Direct students to online learning platforms (i.e., YouTube, social media, blogs).



Practical Application

- After the lesson
 - Touch base with students
 - Show you care
 - Offer additional training
 - Ask for an instructor evaluation
 - Ask for a testimonial



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