



ANSC 5308
Principles of Teaching Adult
Learners
Fall 2022

Instructor

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Time and Location

Online course – Blackboard 9
Website: <http://www.sulross.edu/bb>

Course Description

This online course covers a broad range of topics in the field of adult education. The purpose is to further the development of adult educators, therefore, the course focuses on theories, methods, and issues in adult education.

Course Objectives

At the completion of the course, the learner will be able to:

1. Describe the historical development of adult education.
2. Identify and describe the major theories that have shaped adult education.
3. Describe the role of diverse audiences and educators in program development.
4. Compile current literature on adult education into a scholarly annotated bibliography.
5. Develop a comprehensive lesson plan that targets an adult audience.
6. Create a personal teaching philosophy regarding adult education.

(ANSC) Program Learning Outcomes

Student will demonstrate that he/she is able to:

1. Apply statistical concepts and procedures to animal science data
2. Evaluate literature and references as they apply to animal science data
3. Demonstrate knowledge of the fundamentals and advanced concepts relating to animal science

Required Texts (Available at the SRSU Bookstore or online)

Merriam, S. B., Caffarella, R.S., & Baumgartner, L.M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco, CA: Jossey-Bass Inc.

Merriam, S. B., & Brockett, R. G. (2007). *The profession and practice of adult education: An introduction*. San Francisco, CA: Jossey-Bass Inc.

Other articles and readings as assigned – provided by instructor in the weekly learning module in which they are assigned.

DESCRIPTION OF COURSE ASSIGNMENTS

(Full descriptions of each assignment are include in Appendix A)

COURSE ASSIGNMENTS	Due Date	Total Point Value
Chapter Synopsis <i>Chapter selection</i> <i>Chapter Write-up</i>	September 4 Monday of Selected Week	50 points
Annotated Bibliography <i>Topic Area Selection</i> <i>Written Report</i>	September 13 October 4	175 points
Current Issues in Adult Education Report <i>Topic Area Selection</i> <i>Written Report</i>	September 20 November 20	175 points
Comprehensive Lesson Plan	November 8	200
Adult Education Teaching Philosophy	December 4	200
Online Discussion	Weekly	200 (total)
Total Points Available		1000

A note about written reports:

Cite all references using APA 6th Edition style format. APA (American Psychological Association) has a reference manual available:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional information on using APA can be found at the Purdue Online Writing Lab - <http://owl.english.purdue.edu/owl/>

The format to be used for papers is double-spacing; one-inch margins, and typed in 12-pt font, unless otherwise noted. To aid the instructor in grading papers, a rubric has been created. The instructor looks for students' cognitive understanding and application of theories, principles, concepts, ideas, and approaches that have been covered in readings and the course. The following will be considered in assessing written work:

Thoroughness of the paper, incorporating principles learned in class. Recognizing and writing about key concepts.
Ability to communicate ideas, thoughts, and reactions clearly and concisely.
Completeness and thoroughness of responses and thoughts.
Ability to take a position and support it.
Appropriate grammar, spelling, punctuation, and composition.

On-line Discussion Forums:

While this course is being taught at a distance, students are expected to be active participants in the classroom web-discussion and exercises. The discussion board provides a venue to increase interaction and is used to replicate a traditional class discussion. To facilitate this discussion, the instructor will provide guiding questions for each discussion. However, as in a traditional discussion format, students are encouraged to not only respond to questions, but also pose questions to the group and instructor. Active participation in this way increases not only your knowledge, but the knowledge of others participating in the course. You all bring a wealth of knowledge and information to this class from which

others can benefit. Therefore, all students will be required to participate in the weekly discussion board forums. In addition to your original post, you will need to respond to at least 2 other posts (as well as respond to individuals responding to your posts). Responding does not consist of stating "I agree with you," your responses should be well-thought out and contribute to furthering the discussion. I will also be engaged in the discussion board. Although points for this assignment are awarded based on student participation, not discussion content (i.e. there really are no right or wrong answers), please try to ensure your input and comments are both appropriate and applicable to the assigned discussion topic. Additionally, please maintain a professional and considerate attitude toward others when posting. Failure to be engaged in the sharing of ideas not only limits the value you gain from this course, but also that of others. No points will be allowed after the cutoff date to respond.

Grading Scale

A = 90-100%
B = 80-89%

C = 70-79%
D = 60-69%

F = below 60%

Academic Honesty

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment can affect other students adversely. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

Being an educator, in any capacity, is a rewarding profession, and this course is designed to help you develop your expertise and professionalism as an educator of adults. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

Reasonable Accommodation Statement

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: Ferguson 112, 837-8203.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ANSC 5308 Course Calendar

Week of	Topics / Learning Experiences	Readings/Due
August 23	Purchase textbooks, Review Syllabus, Introduction	Start Reading 1,2,3 (see page 6 of syllabus)
August 30	Introduction, History, and Background of Adult Education <ul style="list-style-type: none"> • Course introduction • Introduction to adult education • History of adult education 	1,2,3 Chapter Synopsis selection due
Sept 6	Foundations of Adult Education <ul style="list-style-type: none"> • Perspectives of the past • Developing a philosophy of adult education • Adult education in contemporary society 	4,5,6,7
Sept 13	Adult Learning Theories and Models <ul style="list-style-type: none"> • Adult learning theories • Effective adult learning and principles of adult education • Andragogy and pedagogy 	8,9,10 Bibliography topic area selection due
Sept 20	Due to the amount of reading and assignments, thus far I have included this space as a <i>professional development</i> week to help you catch up on your readings.	Current Issues topic selection due
Sept 27	Adult Development <ul style="list-style-type: none"> • Biological • Psychological • Sociocultural • Integrative 	12
Oct 4	How People Learn <ul style="list-style-type: none"> • Experiential learning • Characteristics of effective teaching 	13 Annotated Bibliography due
Oct 11	Motivation in Adult Education <ul style="list-style-type: none"> • Understanding motivation for adult learners • What motivates adults to learn • Self-directed learning 	14,15,16,17
Oct 18	Program Development in Adult Education <ul style="list-style-type: none"> • Program outcomes • Planning for instruction • Learning objectives 	18,19,20
Oct 25	Teaching Methods in Adult Education <ul style="list-style-type: none"> • Active learning strategies • Taxonomy of learning strategies 	21
Nov 1	Assessing Learning in Adult Education	22
Nov 8	Contemporary Issues in Adult Education <ul style="list-style-type: none"> • Distance education • Gender and diversity in adult education 	23,24,25,26 Lesson Plan due
Nov 15	Evaluation and Administration in Adult Education Programs <ul style="list-style-type: none"> • Administrative issues in adult education • Evaluating adult education programs 	28 Current Issues paper due
Nov 22	Thanksgiving Week – Happy Thanksgiving!	
Nov 30	Final Thoughts on Adult Education <ul style="list-style-type: none"> • Course wrap-up and summative online discussion 	Teaching Philosophy due, Dec. 4.

List of Readings (Chapters with * are part of the Chapter Synopsis assignment)	
1. Merriam & Brockett Ch. 1	16. *Wlodkowski Ch. 2
2. Merriam, Caffarella & Baumgartner Ch. 1	17. *Wlodkowski Ch. 4
3. Merriam, Caffarella & Baumgartner Ch. 2	18. *Merriam & Brockett Ch. 5
4. *Stubblefield & Rachal	19. *Merriam & Brockett Ch. 8
5. *Merriam & Brockett Ch. 2	20. *Merriam, Caffarella & Baumgartner Ch. 3
6. *Merriam & Brockett Ch. 4	21. Karge et al.
7. *Merriam, Caffarella, & Baumgartner Ch.11	22. Wlodkowski Ch. 8
8. *Knowles Ch. 7	23 *Merriam & Brockett Ch. 7
9. Zemke	24. *Merriam & Brockett Ch. 11
10. *Merriam, Caffarella & Baumgartner Ch. 4	25. *Merriam & Brockett Epilogue p. 291
██████████	26. *Gordon & Sork
12. Merriam, Caffarella & Baumgartner Ch. 12	27. *Birkenholz Ch. 10
13. Merriam, Caffarella & Baumgartner Ch. 7	28. *Birkenholz, Harbstreit & Law
14. *Merriam, Caffarella & Baumgartner Ch. 5	██████████
15. *Wlodkowski Ch. 1	

Appendix A

Descriptions of Assignments

Chapter Synopsis:

Because the topic of adult education is so broad, many wonderful readings exist that will add to the adult educator's knowledge base. However, we all lead busy lives and cannot read 400 pages of reading every week. Thus, the purpose of this assignment is to allow the students in this class to help each other out by taking one reading and developing a brief synopsis for the rest of the class. Therefore, instead of reading all the chapters assigned in a "heavy reading" week, students will be able to get the gist of the readings through a peer-created, two-page synopsis.

Each student will sign up for one chapter from the readings for this course. You can find the sign-up sheet in the "Chapter Synopsis Sign-up" link in blackboard. This is a Wiki page where you can insert your name into the document with the list of readings. The assignment is on a first-come, first-serve basis. So, students are encouraged to sign up early in order to get the chapter that matches their interests. I will post your synopsis in Blackboard in the week associated with the reading. For example, if your chapter was for Week 5, it will be posted in the Week 5 learning module.

Students will write a two-page synopsis of their chapter that contains the following elements:

- A concise description of the main topic for the chapter
- A bulleted list of the key ideas and terms used in the chapter
- Any implications or conclusions drawn by the author
- A brief (one paragraph) assessment of how the content presented in the chapter could be applied in a real-life educational setting

Grading criteria:

Content

- Must be a brief overview of the chapter assigned so that all students get the main ideas in the chapter – think of it as a "Reader's Digest" version of the chapter
- Must contain a bulleted list of key ideas, concepts, and terms used in the chapter
- Must address any implications, recommendations, or conclusions given by the author
- Must include a brief critique of the usefulness of the chapter content in a real-life application

Deadlines

- Chapter synopses must be submitted by the first day of the week that they are due – for this course weeks are considered to begin on Monday (see calendar).
- **Late submissions will not be accepted – You will receive no points for a late submission!**
 - **Remember – timely completion of this assignment is crucial for all students in the class. Other people are counting on you so they can complete their assignments!!**

Technical Aspects

- Synopses must be two pages in length, single spaced
- Type your name, the date, and the chapter covered at the top of the page
- No citations are needed
- No spelling or grammatical errors

Chapters need to be chosen by **Friday, September 4**; remember, the chapter sign-up sheet is located in the "Chapter Synopsis Assignment" link. The quicker you sign up the better chance you have to get the chapter/week you want.

Annotated Bibliography:

Because of the broad nature of this course, it is impossible to get more than a superficial overview of the many topics, theories, and issues that comprise the area of adult education. In order to get a more thorough understanding of at least one aspect within this field, each student will develop an annotated bibliography of five related articles. There needs to be a common thread within the articles you choose. The five articles must come from scholarly, peer-reviewed journals. Review the course syllabus for some possible areas in adult education where you may focus your search. Not all of your articles need to pertain specifically to Agricultural or Extension Education.

Students will need to attain instructor approval for their focus area prior to **September 13**.

For this assignment, you will develop a summary of five related articles (from at least two different sources, and at least four written during the last ten years). For each article, include the following elements:

- Complete citation for the article in APA style
- The type of article (research, philosophical, description, commentary, etc.), and the population discussed (Agricultural/Extension education, business, industry, nursing, etc.)
- A half-page descriptive summary of the article (the gist of the article)
- Your synopsis of the article; this could include strengths, weaknesses, practical application and, particularly, what you learned and could apply from the article
- Use single-spaced, 12-point font for this assignment. Including each of the above elements, you will have about a one-page write-up for each article

This assignment will account for 175 points of your overall grade (each bibliography is worth 35 points). The written report is due by **October 4**.

Grading criteria:

Citations

- Must contain all information (i.e. author, date, title, page numbers, etc.)
- Must be written in APA 6th Edition style

Annotations

- There must be five annotations
- A maximum of four articles can come from a single source (i.e. four articles taken from the Journal of Higher Education)
- Articles must come from a scholarly, peer-reviewed journal (no commentaries, opinion pieces, or news articles)
- Each annotation must contain a half-page summary of the article, to include:
 - The type of article
 - The population addressed by the article
 - A summary of the findings or implications for the article
- Each annotation must contain a half to three-quarter page reader reaction (synopsis) of the article, to include:
 - A brief summary of the strengths and weaknesses of the article
 - Address how the content of the article can be applied in a professional, adult education setting
 - Address your personal reactions, questions, agreements, or disagreements with the content of the article

Writing Style

- Writing must be completed in third person
- No spelling errors or grammatical mistakes

Current Issues in Adult Education Report:

Students will individually select and report on a current issue area pertaining to the field of adult education. They will develop a written report that provides an overview of the topic, where adult education is today regarding the topic, and what needs to be addressed in the future.

The written report will be a five-to-seven page, double-spaced paper. Students should utilize at least seven sources. Some of these can include sources utilized in the Annotated Bibliography assignment, the course text, or readings assigned throughout the semester. All sources must be scholarly; no opinion pieces or commentaries.

The report should consist of three sections:

- The history and summary of the issue
- Current programs or examples of ways adult educators are dealing with the issue
- A brief summary of what can be done in the future to address this issue
 - This last section can be from the student's perspective, but must be written in a professional style

Some possible topics for your Current Issues assignment are listed below. This is by no means an exhaustive list. You are more than welcome to explore any area of adult education that is interesting or pertinent to you.

- Learner effectiveness
- Gender issues
- Culture
- Program evaluation
- Funding
- Distance Education
- Age
- Marketing a program
- International issues
- Methods
- Motivation of learners

The topic area for this assignment must be submitted to the instructor prior to **September 20** and the written assignment is due to the instructor by **November 20**.

Grading Criteria:

Content

- Must summarize and provide brief history on the topic
- Must provide programs or examples of current work in the area of this topic
- Must conclude with some student suggestions on what needs to be done in the area of this topic in the future

Sources

- Must contain at least seven sources
- Sources must be cited in text using APA 6th Edition style
- Sources must be listed alphabetically on a separate page titled "References"
- Sources must be listed using APA 6th Edition style
- All sources must be scholarly, peer-reviewed articles

Technical Aspects

- Paper must be five to seven pages plus a references page(s)
- Paper must be double spaced
- No spelling or grammatical errors

Comprehensive Lesson Plan:

The purpose of this assignment is to have students apply the concepts, theories and principles taught in this course to a lesson plan that can be utilized either immediately or in the future. Because the students in this class come from many different backgrounds, the topic and the audience for your lesson plan is up to you. However, you will need to include the following components (**Due November 8**):

- One to two double-spaced pages explaining the background of your topic
 - Include background information, any key terms needed for understanding, and explain how your topic will utilize the adult education theory, principles, or concepts you have learned in class
 - This will include APA references to the sources from this class that you will use to guide the construction of your lesson plan
- Two paragraphs explaining your target audience
 - This should include relevant demographic information such as age, gender, ethnic background, or socioeconomic status
 - Briefly address participants' skill level in this area – this is important when designing a lesson plan
 - Approximately how many participants are anticipated to be in this class?
 - Also include information on any special needs or concerns that may need to be taken into consideration when planning your lesson
 - i.e. If your lesson takes place in a rural setting, will students need transportation?
- You will be required to complete a detailed lesson plan using the provided template. Your lesson should have the following areas:
 - List at least three learner-centered objectives for your lesson that follow the criteria given in class
 - An interest approach should be included
 - You will need at least three learning activities (e.g. lecture, demonstration, discussion, etc.)
 - The content/information for each portion of the lesson – be specific and descriptive
 - The role of the instructor for each portion of the lesson – be specific and descriptive
 - The approximate time for each portion of the lesson
 - (i.e. lecture – 15 minutes; discussion – 10 minutes; total lesson 50 minutes, etc.)
 - A list of materials needed (handouts, tools, etc.)
 - Follow the lesson plan template provided in Blackboard!

Grading Criteria:

Content

- Must contain enough background information, explanation of technical terms, etc to give the reader sufficient knowledge to understand the lesson plan in its entirety
- Must clearly explain which adult learning principles or theories will be utilized in this lesson plan
- Must thoroughly describe the targeted audience for your lesson – demographics, size of class, issues, barriers that must be addressed, etc.
- Must list at least three learner-centered objectives for the lesson plan
- Must thoroughly describe the instructor's role in the lesson
- Must include a description of participants' role in the lesson
- Must provide a list of materials
- Must provide an overall timeline and a time estimate for each component of the lesson

Sources

- Must contain at least four sources
- Sources must be cited in text (especially in the first 1-2 pages) using APA 6th edition style
- Sources must be listed alphabetically on a separate page titled "References"

- All sources must be scholarly

Technical Aspects

- Paper can be single or double spaced
- This assignment does not have to use professional style, however, do not use contractions and pay attention to clarity and efficiency of your writing
- No spelling or grammatical errors
- Use the provided template for the lesson plan

Adult Education Teaching Philosophy

The purpose of this assignment is to have students develop a one to two page statement of what they believe about teaching and learning and about adult education in general. This includes what you believe, why, and brief examples of how you might implement it in an adult education setting. While a statement of your teaching philosophy is an important item to include in your portfolio, it also serves a much more important role. A philosophy statement serves as a guide for designing and implementing educational programs, and helps identify where you have changed or progressed in your thoughts and beliefs about adult education.

This assignment will be different for everyone, and as such, the only grading criteria will be the fact that it is one to two pages in length (no longer!), proper spelling and grammar, and shows integration of course concepts into an honest philosophy. There need be no citations used for this assignment. This is more of a personal look into your thoughts and feelings about how you will integrate adult education theory and concepts into your personal adult education teaching philosophy. This assignment will be **due December 4.**

Here are a few questions to consider when you are putting this document together:

- What are your beliefs about teaching and learning?
- What do you think are the attributes of successful adult learners?
- How do you motivate adult learners?
- What is something you have learned in this course that you would like to apply in your teaching?
- How do you feel educators can improve their practice?
- As an educator, what are your main concerns in the educational setting?
- What do you think makes a successful educator in your field?
- What kinds of materials do you think would help you in an educational setting?
- How do you deal with diverse learners in an educational setting?
- What do you believe are the roles and responsibilities of an educator?

Appendix x B

Supplementary texts and journals

This list of supplementary texts and journals is provided to give you additional resources that may aid you in completing your assignments.

Texts

- Birkenholz, R. J. (1999). *Effective adult learning*. Danville, IL: Interstate Publishers.
- Caffarella, R. S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd Ed.). San Francisco, CA: Jossey-Bass.
- Cantor, J. A. (1992). *Delivering instruction to adult learners*. Middletown, OH: Wall & Emerson, Inc.
- Cervero, R. M., & Wilson, A. L. (2001). *Power in practice*. San Francisco, CA: Jossey-Bass.
- Heimlich, J. E., & Norland, E. (1994). *Developing teaching style in adult education*. San Francisco, CA: Jossey-Bass.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner*. San Francisco, CA: Elsevier.
- Merriam, S. B. (1993). *An update on adult learning theory*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B., & Cunningham, P. M. (2001). *Handbook of adult and continuing education*. San Francisco, CA: Jossey-Bass.
- Rogers, A. (1996). *Teaching adults*. Philadelphia, PA: Open University Press.
- Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco, CA: Jossey-Bass.
- Wlodkowski, R. J. (1999). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (2nd Ed.). San Francisco, CA: Jossey-Bass.

Adult Education Journals

- Adult Education Quarterly
- Adult Basic Education
- Adult Learning
- Convergence
- Continuing Higher Education Review
- Journal of Continuing Higher Education
- Studies in the Education of Adults
- The International Journal of Lifelong Education
- The American Journal of Distance Education
- The American Association of Community and Junior Colleges

***** The professor has the right to make changes to the syllabus as needed and if changes are to occur, you will be notified in advance. *****

Notes Page