Master Course Outline
With Sample Syllabus

Adult Learning Theory and Practice

EDU 290

Course Description: This course will examine the theories and practices of effective adult teaching and learning. The course includes the neuroscience that informs those theories; the theorists and their constructs; and practices based on those theories. This will be presented in the context of diversity, inclusion, equity and belonging for the students in the course and for the audience with whom they will be working.

Course Objectives: To provide students opportunities to develop knowledge, reflection, and understanding of:

Course Objective	Alignment with Standards
1. Theories and theorists relevant to adult learning.	**OSEP:** Engaging and communicating with families, Collaborating **EI/ESCE:** All of Standard 2: Standard 3: 3.2, Standard 6: 6.2 **NAEYC:** Standard 2: 2b, Standard 6: 6a, and 6d **PS&C:** Standard 2. 2b, Standard 6: 6a, and 6d **CKC's:** Domain 5, 5.A.1, 5.A.2, Domain 7, 7.A.1, and 7.B.1 **T.A. CKC's:** Domain Professionalism, TA.1.C.2; Content knowledge, TA.3.B.4, TA.3.B..5, Supporting Adult Learners, TA 4.A.1, TA. 4.B.1TA.4.C.6
2. Ethics and professionalism	**OSEP:** Engaging and Communicating with Families, Transitions, Collaborating **EI/ESCE:** Standard 7, 7.4 **NAEYC:** Standard 2, 2b and All of Standard 6 **PS&C:** All of Standard 6 **CKC's: All of** Domain 7

	T.A. CKC's: Professionalism, all categories and indicators, **Relationship Based Practice,** all categories and all indicators
3. Brain research relevant to adult learning.	**EI/ESCE:** Standard 7: 7.2 and 7.3 **NAEYC:** Standard 6: 6a, 6c and 6d **PS&C:** Standard 6: 6c, 6d and 6e **CKC's:** Domain 7A.1, 7.A.2, 7.B.1 **T.A. CKC's: Content Knowledge,**TA.3.B, **Supporting Adult Learners**, all categories, and all indicators;
4. Meeting the needs of the adult audience within the context of diversity, equity, inclusion, and belonging and the role of the adult learner in their own learning.	**OSEP:** Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families **EI/ESCE:** Standard 2: 2.1 and 2.2, and Standard 7, 7.2 **NAEYC:** Standard 6, 6b, 6c, and 6d **PS&C:** Standard 6, 6b, 6d,and 6e **CKC's:** Domain 5, 5.A.2, 5.A.3, Domain 7, 7.B.1 **T.A. CKC's: Professionalism,** TA.1.D all indicators**, Relationship Based Practice,** TA.2.B all categories
5. Motivational strategies and techniques that support a sense of belonging	**OSEP:** Collaborating **EI/ESCE:** Standard 2: 2.1, and 2.3, Standard 3, 3.2, **NAEYC:** Standard 2, 2b **PS&C:** Standard 6, 6d **CKC's:** Domain 7, 7.B.1 **T.A. CKC's: Relationship Based Practice**, TA.2.A.6, TA.2.B, all categories, **Supporting Adult Learners**, TA.4.A.1, TA.4.C.7
6. The training environment	**EI/ESCE:** Standard 3. 3.2, Standard 7: 7.2 and 7.3 **NAEYC:** Standard 6: 6c **PS and C:** Standard 6: 6c, 6d and 6e **CKC's:** Domain 5, 5.B.1 and Domain 7: Sub-Domain 7.A.2 **T.A. CKC's: Relationship Based Practice,** TA.2.A, TA.2.B. **Content Knowledge,** TA.3.1, TA.3.A.3, TA.3.B.2, and TA.3.B.5, **Supporting Adult Learners,** all categories, and indicators
7. Skills and strategies needed for effective teaching/coaching/	**OSEP:** Working with Children and Families from Diverse Backgrounds, Collaborating and Technology

presenting for diverse adult audiences.	**EI/ESCE:** Standard 2: 2.1, Standard 3, 3.1, 3.2,Standard 7, 7.2 and 7.3 **NAEYC:** Standard 2, 2a, Standard 6, 6c **PS&C:** Standard 2, 2a, Standard 6, 6c, 6d and 6e **CKC's:** Domain 5, 5.A.2, and Domain 7:7.A.2, 7 .B.1 **T.A. CKC's: Professionalism,** TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, **Relationship Based Practice,** All categories and indicators, **Content Knowledge,** TA.3.A all indicators, TA.3.B, TA.3.B.1, B2, B4, and B5, **Supporting Adult Learners,** all categories, and indicators,
8. The aspects of a workshop/class that is inclusive and equitable, using all the appropriate adult learning strategies	**OSEP:** Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating and Technology **EI/ESCE:** Standard 2, 2.1; Standard 3, 3.2, and Standard 7, 7.2 **NAEYC:** Standard 6, 6c and 6d **PS&C:** Standard 6 , 6c, 6d and 6e **CKC's:** Domain 5: 5.A.1, 5.A.2, 5.B.1, Domain 7: 7.B.1 **T.A.CKS: Professionalism,** TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, **Relationship Based Practice,** All categories and indicators, **Content Knowledge,** TA.3.A all indicators, TA.3.B, TA.3.B.1, B2, B4, and B5, **Supporting Adult Learners,** all categories, and indicators,
9. Observations, assessment, and reflection.	**EI/ESCE: Standard 7** , 7.2, **NAEYC: Standard 6** , 6c and 6d **PS&C: Standard 6,** 6d and 6e **CKC's: Domain 7:** 7.A.3, 7.B.1. **T.A.CKC's: Professionalism,** TA.1.B .1.C and .1.D all categories and indicators, **Content Knowledge,** TA.3.B 5, **Supporting Adult Learners,** all categories and and indicators, **Evaluating Outcomes,** all categories and indicators, **Systems, Sectors and Settings,** TA.6.A.5,

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Student Outcomes: Upon completion of this course, students will be able to:

Student Outcomes:	Alignment with Standards
1. Connect prior knowledge about teaching children to new information about teaching adults based on relevant theories.	**OSEP:** Engaging and communicating with families, Collaborating **EI/ESCE:** All of Standard 2: Standard 3: 3.2, Standard 6: 6.2 **NAEYC:** Standard 2: 2b, Standard 6: 6a, and 6d **PS&C:** Standard 2. 2b, Standard 6: 6a, and 6d **CKC's:** Domain 5, 5.A.1, 5.A.2, Domain 7, 7.A.1, and 7.B.1 **T.A. CKC's:** Domain Professionalism, TA.1.C.2; Content knowledge, TA.3.B.4, TA.3.B..5, Supporting Adult Learners, TA 4.A.1, TA. 4.B.1TA.4.C.6
2. Use the code of ethical conduct for adult educators to address an ethical dilemma.	**OSEP:** Engaging and Communicating with Families, Transitions, Collaborating **EI/ESCE:** Standard 7, 7.4 **NAEYC:** Standard 2, 2b and All of Standard 6 **PS&C:** All of Standard 6 **CKC's: All of** Domain 7 **T.A. CKC's: Professionalism,** all categories and indicators, **Relationship Based Practice,** all categories and all indicators
3. Discuss the brain function as it relates to different teaching and learning scenarios.	**EI/ESCE:** Standard 7: 7.2 and 7.3 **NAEYC:** Standard 6: 6a, 6c and 6d **PS&C:** Standard 6: 6c, 6d and 6e **CKC's:** Domain 7A.1, 7.A.2, 7.B.1 **T.A. CKC's: Content Knowledge,**TA.3.B, **Supporting Adult Learners**, all categories, and all indicators;
4. Articulate the value of understanding your audience and meeting their needs within the context of diversity, equity, inclusion, and belonging. Understand and address the role of the adult participant in their own learning	**OSEP:** Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families **EI/ESCE:** Standard 2: 2.1 and 2.2, and Standard 7, 7.2 **NAEYC:** Standard 6, 6b, 6c, and 6d **PS&C:** Standard 6, 6b, 6d,and 6e **CKC's:** Domain 5, 5.A.2, 5.A.3, Domain 7, 7.B.1

	T.A. CKC's: Professionalism, TA.1.D all indicators**, Relationship Based Practice,** TA.2.B all categories
5. Describe various motivational strategies and techniques that support a sense of belonging and identify situations that might call for those strategies.	**OSEP:** Collaborating **EI/ESCE:** Standard 2: 2.1, and 2.3, Standard 3, 3.2, **NAEYC:** Standard 2, 2b **PS&C:** Standard 6, 6d **CKC's:** Domain 7, 7.B.1 **T.A. CKC's: Relationship Based Practice**, TA.2.A.6, TA.2.B, all categories, **Supporting Adult Learners**, TA.4.A.1, TA.4.C.7
6. Examine and discuss the pros and cons of various training environments.	**EI/ESCE:** Standard 3. 3.2, Standard 7: 7.2 and 7.3 **NAEYC:** Standard 6: 6c **PS and C:** Standard 6: 6c, 6d and 6e **CKC's:** Domain 5, 5.B.1 and Domain 7**:** Sub-Domain 7.A.2 **T.A. CKC's: Relationship Based Practice,** TA.2.A, TA.2.B. **Content Knowledge,** TA.3.1, TA.3.A.3, TA.3.B.2, and TA.3.B.5, **Supporting Adult Learners,** all categories, and indicators
7. Identify, critique, and practice the skills and strategies needed for effective teaching/coaching/presenting for diverse adult audiences.	**OSEP:** Working with Children and Families from Diverse Backgrounds, Collaborating and Technology **EI/ESCE:** Standard 2: 2.1, Standard 3, 3.1, 3.2,Standard 7, 7.2 and 7.3 **NAEYC:** Standard 2, 2a, Standard 6, 6c **PS&C:** Standard 2, 2a, Standard 6, 6c, 6d and 6e **CKC's:** Domain 5, 5.A.2, and Domain 7**:**7.A.2, 7 .B.1 **T.A. CKC's: Professionalism,** TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, **Relationship Based Practice,** All categories and indicators, **Content Knowledge,** TA.3.A all indicators, TA.3.B, TA.3.B.1, B2, B4, and B5, **Supporting Adult Learners,** all categories, and indicators,
8. Plan all aspects of a workshop/class that is inclusive and equitable, using all the appropriate adult learning strategies.	**OSEP:** Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating and Technology

	EI/ESCE: Standard 2, 2.1; Standard 3, 3.2, and Standard 7, 7.2 **NAEYC:** Standard 6, 6c and 6d **PS&C:** Standard 6 , 6c, 6d and 6e **CKC's:** Domain 5: 5.A.1, 5.A.2, 5.B.1, Domain 7: 7.B.1 **T.A.CKS: Professionalism,** TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, **Relationship Based Practice,** All categories and indicators, **Content Knowledge,** TA.3.A all indicators, TA.3.B, TA.3.B.1, B2, B4, and B5, **Supporting Adult Learners,** all categories, and indicators,
9. Evaluate observation, assessment, and the role of reflection for the adult learner.	**EI/ESCE: Standard 7** , 7.2, **NAEYC: Standard 6** , 6c and 6d **PS&C: Standard 6,** 6d and 6e **CKC's: Domain 7:** 7.A.3, 7.B.1. **T.A.CKC's: Professionalism,** TA.1.B .1.C and .1.D all categories and indicators, **Content Knowledge,** TA.3.B 5, **Supporting Adult Learners,** all categories and and indicators, **Evaluating Outcomes,** all categories and indicators, **Systems, Sectors and Settings,** TA.6.A.5,

Course Content: The following topics will be covered:

Course Content:	Alignment with Standards
1. Theories and theorists relevant to adult learning. Intro to Andragogy, Heutagogy, Cognitive Load, Introduce Senge, Knowles, Kolb, Dale and review Maslow, Bloom and Gardner	**OSEP:** Engaging and communicating with families, Collaborating **EI/ESCE:** All of Standard 2: Standard 3: 3.2, Standard 6: 6.2 **NAEYC:** Standard 2: 2b, Standard 6: 6a, and 6d **PS&C:** Standard 2. 2b, Standard 6: 6a, and 6d **CKC's:** Domain 5, 5.A.1, 5.A.2, Domain 7, 7.A.1, and 7.B.1 **T.A. CKC's:** Domain Professionalism, TA.1.C.2; Content knowledge, TA.3.B.4, TA.3.B..5, Supporting Adult Learners, TA 4.A.1, TA. 4.B.1TA.4.C.6

2. Ethics and professionalism TA CKCs Code of Ethical Conduct for Adult Educators NASDTEC Model Code of Educator Ethics Harvard's Project Implicit	**OSEP:** Engaging and Communicating with Families, Transitions, Collaborating **EI/ESCE:** Standard 7, 7.4 **NAEYC:** Standard 2, 2b and All of Standard 6 **PS&C:** All of Standard 6 **CKC's: All of** Domain 7 **T.A. CKC's: Professionalism,** all categories and indicators, **Relationship Based Practice,** all categories and all indicators
3. Brain research relevant to adult learning. Brain Plasticity Cognitive Load revisited Connecting to prior knowledge Metaphor Storytelling Humor	**EI/ESCE:** Standard 7: 7.2 and 7.3 **NAEYC:** Standard 6: 6a, 6c and 6d **PS&C:** Standard 6: 6c, 6d and 6e **CKC's:** Domain 7A.1, 7.A.2, 7.B.1 **T.A. CKC's: Content Knowledge,**TA.3.B, **Supporting Adult Learners**, all categories, and all indicators;
4. Meeting the needs of the adult audience within the context of diversity, equity, inclusion, and belonging and the role of the adult learner in their own learning. Understanding the similarities and differences between coaching, training, and mentoring. Cycles of Intentional Teaching Knowing Yourself as a Learner and Presenter Knowing Your Audience Icebreakers and Introductions Learning Styles, fact, or myth?	**OSEP:** Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families **EI/ESCE:** Standard 2: 2.1 and 2.2, and Standard 7, 7.2 **NAEYC:** Standard 6, 6b, 6c, and 6d **PS&C:** Standard 6, 6b, 6d,and 6e **CKC's:** Domain 5, 5.A.2, 5.A.3, Domain 7, 7.B.1 **T.A. CKC's: Professionalism,** TA.1.D all indicators**, Relationship Based Practice,** TA.2.B all categories
5. Motivational strategies and techniques that support a sense of belonging	**OSEP:** Collaborating **EI/ESCE:** Standard 2: 2.1, and 2.3, Standard 3, 3.2, **NAEYC:** Standard 2, 2b

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What is a Growth Mindset? Internal vs external motivation Inspiration (quotes and personal stories) Fun, games, music, media,	**PS&C:** Standard 6, 6d **CKC's:** Domain 7, 7.B.1 ***T.A. CKC's: Relationship Based Practice**, TA.2.A.6, TA.2.B, all categories, **Supporting Adult Learners**, TA.4.A.1, TA.4.C.7*
6. The training environment Setting the Tone Seating plans (for in person) Online environments both synchronous and asynchronous The sensory experience	**EI/ESCE:** Standard 3. 3.2, Standard 7: 7.2 and 7.3 **NAEYC:** Standard 6: 6c **PS and C:** Standard 6: 6c, 6d and 6e **CKC's:** Domain 5, 5.B.1 and Domain 7**:** Sub-Domain 7.A.2 **T.A. CKC's: Relationship Based Practice,** TA.2.A, TA.2.B. **Content Knowledge,** TA.3.1, TA.3.A.3, TA.3.B.2, and TA.3.B.5, **Supporting Adult Learners,** all categories, and indicators
7. Skills and strategies needed for effective teaching/coaching/presenting for diverse adult audiences Online vs in person strategies Reflect on the strategies that have been used in this course Choosing a variety of media Planning and acknowledging Analogies and Metaphors that reflect the audience (Four Corners exercises) Question Types and Questioning Strategies	**OSEP:** Working with Children and Families from Diverse Backgrounds, Collaborating and Technology **EI/ESCE:** Standard 2: 2.1, Standard 3, 3.1, 3.2,Standard 7, 7.2 and 7.3 **NAEYC:** Standard 2, 2a, Standard 6, 6c **PS&C:** Standard 2, 2a, Standard 6, 6c, 6d and 6e **CKC's:** Domain 5, 5.A.2, and Domain 7**:**7.A.2, 7 .B.1 **T.A. CKC's: Professionalism,** TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, **Relationship Based Practice,** All categories and indicators, **Content Knowledge,** TA.3.A all indicators, TA.3.B, TA.3.B.1, B2, B4, and B5, **Supporting Adult Learners,** all categories, and indicators,
8. The aspects of a workshop/class that are inclusive and equitable, using all the appropriate adult learning strategies. Creating slide presentations that are visually diverse and inclusive: Closed Caption, racial and ethnic diversity,	**OSEP:** Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating and Technology **EI/ESCE:** Standard 2, 2.1; Standard 3, 3.2, and Standard 7, 7.2 **NAEYC:** Standard 6, 6c and 6d **PS&C:** Standard 6 , 6c, 6d and 6e

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Encouraging participation from all Reviewing the language for bias Attention to beginnings and endings for creating a sense of belonging	**CKC's:** Domain 5: 5.A.1, 5.A.2, 5.B.1, Domain 7: 7.B.1 **T.A.CKS: Professionalism,** TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, **Relationship Based Practice,** All categories and indicators, **Content Knowledge,** TA.3.A all indicators, TA.3.B, TA.3.B.1, B2, B4, and B5, **Supporting Adult Learners,** all categories, and indicators,
9. Observations, assessment, and reflection. Assessing participant learning AND assessing your own presentation Formative and summative assessments Formal and informal assessment activities such as quizzes, polls, participant presentations, feedback forms, etc. Giving Feedback 4 lenses of a critically reflective teacher Mezirow's Transformative learning	**EI/ESCE: Standard 7** , 7.2, **NAEYC: Standard 6** , 6c and 6d **PS&C: Standard 6,** 6d and 6e **CKC's: Domain 7:** 7.A.3, 7.B.1. **T.A.CKC's: Professionalism,** TA.1.B .1.C and .1.D all categories and indicators, **Content Knowledge,** TA.3.B 5, **Supporting Adult Learners,** all categories and and indicators, **Evaluating Outcomes,** all categories and indicators, **Systems, Sectors and Settings,** TA.6.A.5,

Standards:

CT State Core Knowledge and Competencies (CKC) https://www.ctoec.org/wp-content/uploads/2019/12/CKC-Professionals-Framework-2016.pdf

The Connecticut Core Knowledge and Competency Framework for Technical Assistance Providers
that Support Adults who Work with Young Children and Families
https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf

Early Intervention/Early Childhood Special Education (EI/ECSE)
https://exceptionalchildren.org/standards/initial-practice-based-standards-early-interventionists-early-childhood-special-educators
National Association for the Education of Young Children (NAEYC) https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/higher-ed/2021_naeyc_higher_education_accreditation_standards.pdf

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Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (PS&C ECE)
https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/standards_and_competencies_ps.pdf

KEY EXPERIENCES
(These can be in-class activities, graded assignments, or anything in-between.)

1. Develop an ethical dilemma in an adult learning scenario having to do with inclusion, diversity, equity and/or belonging. With specific references to the NAEYC Code of Ethical Conduct, discuss potential solutions for the dilemma. CO2, CO4,

2. During the entirety of this course, you will be creating or editing a complete workshop or class that you currently present or that you would like to present. This plan will include a narrative, an outline, and a schedule. The narrative will discuss your thinking behind the choice of each component of your plan with connections to specific course materials.

   - establishing the environment both physical and emotional; to support a sense of belonging
   - choosing opening and introductory activities;
   - adopting appropriate media to support the learning of a diverse audience
   - choosing a variety of individual, small group, and large group experiences; with attention to inclusion
   - researching resources both for use during the learning activities and as supplements for learners;
   - equitable assessment activities. CO5, CO 6, CO 7, CO 8,

3. After completing the course and assessing your current understanding of adult learning, write a reflection on the implications for this course to influence your future professional work and, thereby, the work of the adults who participate in your teaching/learning activities. Reflections must include:

   - a discussion of andragogy;
   - connections of specific theories to practices;
   - insights into you as a learner and a teacher;
   - brain research.

   Be sure to acknowledge changes in your understanding and approaches to adult learning as well as a discussion of those approaches and perspectives that have been affirmed by this course. CO 1; CO 2, CO 3, CO 9

<u>WEBSITE</u>

CT Technical Assistance Core Knowledge and Competency Framework

https://www.ctoec.org/wp-content/uploads/2019/12/CKC-TA-Framework-2016.pdf

Yale Poorvu Center for Teaching and Learning
https://poorvucenter.yale.edu/FacultyResources/Student-Learning

NAEYC Code of Ethical Conduct for Adult Educators https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf

NASDTEC Model Code of Educator Ethics. https://www.nasdtec.net/page/MCEE_Doc

<u>ARTICLES</u>

3 Adult Learning Theories Every E-Learning Designer Must Know. Retrieved 6/29/2019 from td.org:
 https://www.td.org/insights/3-adult-learning-theories-every-e-learning-designer-must-know

Zeeman, A. (2017). *Senge's Five Disciplines of Learning Organizations*. Retrieved [insert date] from ToolsHero:
https://www.toolshero.com/management/five-disciplines-learning-organizations/

22 Powerful Closure Activities
https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley

The Beginning and End of Class

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https://poorvucenter.yale.edu/Beginning-End-Class

Transformative Learning (Jack Mezirow)
https://www.instructionaldesign.org/theories/transformative-learning/

Brookfield's Four Lenses: Becoming a Critically Reflective Teacher
https://valenciacollege.edu/faculty/development/courses-resources/documents/Brookfield_summary.pdf

Coaching for Change: Giving Feedback (article with imbedded videos)
https://eleducation.org/resources/coaching-for-change-giving-feedback

21 Formative Assessment Tools
http://blog.futurefocusedlearning.net/21-formative-assessment-tools

Malcolm Knowles, Informal Adult Education, self-direction and Andragogy
https://infed.org/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/

Andragogy and Vella's 12 principles
https://lsche.net/resources/2003TTHB/E14-Andragogy-appreciating-the-characteristics-of-the-adult-learner.pdf

Getting to Know your Learners - Shift
https://www.shiftelearning.com/blog/get-to-know-your-learners-better-elearning

Icebreakers
https://www.thebalancecareers.com/best-ice-breakers-for-meetings-and-training-classes-1918430

The Kolb Learning Style Inventory
http://med.fau.edu/students/md_m1_orientation/M1%20Kolb%20Learning%20Style%20Inventory.pdf

California State, LA website http://web.calstatela.edu/faculty/jshindl/ls/

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Meyers Briggs and teaching http://www2.gsu.edu/~dschjb/wwwmbti.html

Characteristics of Adult Learners
http://theelearningcoach.com/learning/characteristics-of-adult-learners/

Kolb's Learning Cycle, Simple Psychology
https://www.simplypsychology.org/learning-kolb.html

Malcolm Knowles's Self-Diagnostic Rating Scale Competencies for the Role of Adult Educator/Trainer.
http://www.umsl.edu/~henschkej/Adult_Learning/Appendix%20J.pdf

Skillful Facilitation and Coaching
https://facilitation-and-coaching.com/2018/02/15/appeal-to-facilitators-of-professional-development-encourage-interaction/

Why Storytelling is such a powerful teaching tool. https://greatergood.berkeley.edu/article/item/how_stories_change_brain

Telling stories: How Leaders Can Influence, Teach, and Inspire
https://2uzkee3eob510v4rszskfx11-wpengine.netdna-ssl.com/wp-content/uploads/2018/11/20681_CL_Storytelling_Brief_Nov2018.pdf

You're Not Too Old to Learn That
https://www.sciencedaily.com/releases/2017/05/170503131907.htm

Growth Mindset: https://www.mindsetworks.com/science/

How to Captivate and Motivate Adult Learners:
https://www.cdc.gov/trainingdevelopment/pdf/AdultLearningGuide_508.pdf

Why inspirational quotes motivate us.
https://www.fastcompany.com/3051432/why-inspirational-quotes-motivate-us

Building a Positive Learning Environment https://www.educationcorner.com/building-a-positive-learning-environment.html

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Seating arrangements.
https://poorvucenter.yale.edu/ClassroomSeatingArrangements

Brain-based Strategies
https://www.shiftelearning.com/blog/bid/354359/a-list-of-brain-based-strategies-to-create-effective-elearning

4 Strategies. Make sure to watch the slide show under #4 Analogies.
https://www.shiftelearning.com/blog/a-simple-technique-you-can-and-should-apply-to-your-elearning-courses

9 Reasons Why Games with Adult Learners are a Must
https://busyteacher.org/18133-games-with-adult-learners-a-must-9-reasons.html

5 Strategies for Coaching: http://info.teachstone.com/blog/the-5-coaching-strategies-that-helped-me-connect-with-resistant-teachers

Framework for Reflective Questioning
http://www.rehab.alabama.gov/docs/default-source/default-document-library/casetools-framework-for-reflective-questioning-when-using-a-coaching-interaction-style.pdf?sfvrsn=0

Does It Make a Difference: Evaluating Professional Development
http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx

Four Levels of Learning: The Kirkpatrick Model
https://educationaltechnology.net/kirkpatrick-model-four-levels-learning-evaluation/

MULTI-MEDIA

Read the short article: Using Music in Training and watch the "Fun Theory video that is imbedded in the article.
https://www.siliconbeachtraining.co.uk/blog/using-music-in-training

VIDEO
The secret structure of great talks
https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks#t-25224

3 Minute Kolb https://www.youtube.com/watch?v=ObQ2DheGOKA

The Importance of Knowing Your Audience
https://www.youtube.com/watch?v=WQ3wJ2A_4UI

The Myth of Learning Styles
https://www.psychologytoday.com/us/blog/motivate/201509/which-common-educational-myth-limits-student-achievement

Getting Better at teaching and training.
https://www.ted.com/talks/eduardo_briceno_how_to_get_better_at_the_things_you_care_about

Formative vs. Summative vs. Diagnostic Assessment
https://www.youtube.com/watch?v=JI-YgK-l4Sg

Fifth Discipline in 3 minutes
https://www.youtube.com/watch?v=MQMRMAmT2gg

Andragogy
https://www.youtube.com/watch?v=vLoPiHUZbEw

The difference between coaching and mentoring:
https://www.youtube.com/watch?v=tWaNC1jvaIY

A more detailed look at the GROW model:
https://www.mindtools.com/pages/article/newLDR_89.htm

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The Coaching Process (The Hartford Foundation) https://www.hfpg.org/our-approach/learning/early-childhood-investments/statewide-collaborations/foundations-of-coaching-early-childhood

https://www.youtube.com/watch?v=-L1IzhIWM58 a PowerPoint presentation on the basic brain structure and a very basic understanding of How the Adult Brain Learns

TED Talk on Brain Plasticity: https://www.ted.com/talks/michael_merzenich_on_the_elastic_brain?language=en

The Art of Metaphor https://www.youtube.com/watch?v=A0edKgL9EgM

How the Adult Brain Learns: https://www.youtube.com/watch?v=-L1IzhIWM58

Creating an Innovative Learning Environment - PowerPoint but mostly audio. https://www.youtube.com/watch?v=r2lYT1ubW80

Life After Death by PowerPoint
https://www.youtube.com/watch?v=KbSPPFYxx3o&t=1s

Advanced Questioning Strategies
https://acue.org/courses/modules/using-advanced-questioning-techniques/

Bloom's Taxonomy https://www.youtube.com/watch?v=KGXANN3MUsg

Asking Questions Effectively
https://www.mindtools.com/pages/article/newTMC_88.htm

PODCAST

A Reflection on Reflection
http://www.tefltraininginstitute.com/podcast/2017/2/1/podcast-a-reflection-on-reflection-and-what-stops-it-from-working

Does It Make a Difference?: Evaluating Professional Development

http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx

Kirkpatrick Model: Four Levels of Learning Evaluation

https://educationaltechnology.net/kirkpatrick-model-four-levels-learning-evaluation/

What You Need To Know About Cognitive Load

https://theelearningcoach.com/podcasts/55/

Conversation with Howard Gardner

https://alanis.com/news/podcast-episode-11-conversation-howard-gardner/

The Learning Styles Myth: An Interview with Daniel Willingham http://www.thepsychfiles.com/2009/03/episode-90-the-learning-styles-myth-an-interview-with-daniel-willingham/

Couldn't We All Use A Little Help? The Impact of Effective Mentoring. Also, find and post one image that is illustrative of what the podcast is saying.

https://kut-podcast.streamguys1.com/highered/StaytonBurgerHigherEdMentorFINALMIX.mp3?siteplayer=true&dl=1&listeningSessionID=0CD_382_176__727a0b0ebc4f8278645c9e6ba4649444679bc60f

The Learning Power of Questions

https://www.leadinglearning.com/episode-93-learning-power-questions/

Websites to help you find Podcasts

https://blog.edmentum.com/6-podcasts-all-adult-and-higher-ed-teachers-should-add-their-list

https://player.fm/podcasts/Adult-Education

https://www.leadinglearning.com/episode-194-adult-learning-theory/

CHILDREN'S BOOKS

Beautiful Oops
https://www.youtube.com/watch?v=tjpeb6Xr1nc

What can you do with a tail like this?
https://www.youtube.com/watch?v=1ARuoc_mrs4

SAMPLE SYLLABUS

Instructor: _____ **Office:** _____
Telephone: _____**Office Hours:** _____ or by app't
E-mail:

Text: _____

Evaluation and grading:

Assessments and Assignments:

7/5/2022

Date	Topic and Learning Experiences	Alignment with Course Objectives	Alignment with Student Outcomes
1	Introductions and Review Syllabus		Choose the workshop/class that you will be working with this semester. Introduce yourself. What is you experience as an adult educator?
2	Theories and theorists relevant to adult learning. Intro to Andragogy, Heutagogy, Cognitive Load,	CO 1	
3	Introduce Senge, Knowles, Kolb, Dale and review Maslow, Bloom and Gardner	CO 1	Review resources on learning styles as well as those on the myth of learning styles. Take the Learning Style Inventory. SO 3 http://med.fau.edu/students/md_m1_orientation/M1%20Kolb%20Learning%20Style%20Inventory.pdf **Video Link:** The Myth of Learning Styles https://www.psychologytoday.com/us/blog/motivate/201509/which-common-educational-myth-limits-student-achievement **Podcast: The Learning Styles Myth: An Interview with Daniel Willingham** http://www.thepsychfiles.com/2009/03/episode-90-the-learning-styles-myth-an-interview-with-daniel-willingham/
4			

5	Ethics and professionalism TA CKCs Code of Ethical Conduct for Adult Educators NASDTEC Model Code of Educator Ethics Harvard's Project Implicit	CO 2	**https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf** https://www.nasdtec.net/page/MCEE_Doc *Develop an ethical dilemma in an adult learning scenario having to do with inclusion, diversity, equity and/or belonging. With specific references to both the NAEYC Code of Ethical Conduct and the NASDTEC Code of Ethics, discuss potential solutions for the dilemma. SO2, SO4,
6	Brain research relevant to adult learning. Brain Plasticity Cognitive Load revisited Connecting to prior knowledge Metaphor Storytelling Humor	CO 3	Evaluate strategies for their impact on motivation, learning, and cognitive load. SO 3
7			
8	Meeting the needs of the adult audience within the context of diversity, equity, inclusion, and belonging and the role of the adult learner in their own learning. Understanding the similarities and differences between coaching, training, and mentoring. Cycles of Intentional Teaching Knowing Yourself as a Learner and Presenter	CO 4	*Choose opening and introductory activities for your workshop and cite course materials when discussing your choices. SO 4

	Knowing Your Audience Icebreakers and Introductions Learning Styles, fact or myth?		
9	Motivational strategies and techniques that support a sense of belonging What is a Growth Mindset Internal vs external motivation Inspiration (quotes and personal stories) Fun, games, music, media,	CO 5	Watch the Fun Theory video and reflect on the implications for motivating students/workshop participants. https://www.youtube.com/watch?v=2lXh2n0aPyw
10	The training environment Setting the Tone Seating plans (for in person) Online environments both synchronous and asynchronous The sensory experience	CO 6	*Discuss in writing the ideal training environment, both physical and emotional, for your workshop/class and cite course materials that support your plans. SO 6
11	Skills and strategies needed for effective teaching/coaching/presenting for diverse adult audiences Online vs in person strategies Reflect on the strategies that have been used in this course Choosing a variety of media Planning and acknowledging Analogies and Metaphors that reflect the audience (Four Corners exercises) Question Types and Questioning Strategies	CO 7	*Choose and/or create appropriate media to support the learning for your workshop/class and cite course materials that informed your choices. SO 3, SO 5,

12	Skills and Strategies, continued	CO 7	*Choose a variety of individual, small group, and large group experiences to support the learning. Cite course materials that informed your choices. SO 8
13	The aspects of a workshop/class that are inclusive and equitable, using all the appropriate adult learning strategies. Creating slide presentations that are visually diverse and inclusive: Closed Caption, racial and ethnic diversity, Encouraging participation from all Reviewing the language for bias Attention to beginnings and endings for creating a sense of belonging	CO 8	*List the resources that you will be sharing with your audience. Discuss how they meet the requirements for diversity, inclusion, equity, and belonging. SO 8
14	Observations, assessment, and reflection. Assessing participant learning AND assessing your own presentation Formative and summative assessments Formal and informal assessment activities such as quizzes, polls, participant presentations, feedback forms, etc. Giving Feedback 4 lenses of a critically reflective teacher Mezirow's Transformative learning	CO 9	*Identify assessment activities that you will use to determine the participant learning and the success of the strategies and activities that you used. Connect your choices to course content. SO 9
15			*After completing the course and assessing your current understanding of adult learning, write a reflection on the

			implications for this course to influence your future professional work and, thereby, the work of the adults who participate in your teaching/learning activities. Reflections must include: • a discussion of andragogy; SO 1 • connections of specific theories to practices; SO 1; SO 5; • insights into you as a learner and a teacher; SO 9 • brain research. SO 3, • ethics specifically for educators of adults SO 2 Be sure to acknowledge changes in your understanding and approaches to adult learning as well as discussion of those approaches and perspectives that have been affirmed by this course.
16	Recap and Conclusions		

* Key Experiences.