

**Master Course Outline
With Sample Syllabus**

Adult Learning Theory and Practice

EDUC 2870

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 DEC/EI/ECSE: All of Standard 2: 3.2, 6.2 CKCs: 5.A.1, 5.A.2, 7.A.1, and 7.B.1 T.A. CKCs: TA.1.C.2; TA.3.B.4, TA.3.B.5, TA 4.A.1, TA.4.B.1TA.4.C.6 |
| 2. Ethics and professionalism | OSEP: Engaging and Communicating with Families, Transitions, Collaborating DEC/EI/ECSE: Standard 7, 7.4 PS&C for ECE: All of Standard 6 CKCs: All of Domain 7 T.A. CKCs: All of Domain 1, All of Domain2 |
| 3. Brain research relevant to adult learning. | DEC/EI/ECSE: 7.2 and 7.3 |

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| | <p>PS&C for ECE: 6c, 6d and 6e CKC's: 7A.1, 7.A.2, 7.B.1 T.A. CKC's: TA.3.B, All of Domain 4</p> |
| 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. | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families DEC/EI/ECSE: 2.1 and 2.2, and 7.2 PS&C for ECE: 6b, 6d, and 6e CKC's: 5.A.2, 5.A.3, 7.B.1 T.A. CKC's: TA.1.D, TA.2.B</p> |
| 5. Motivational strategies and techniques that support a sense of belonging | <p>OSEP: Collaborating DEC/EI/ECSE: 2.1, and 2.3, 3.2, PS&C for ECE: 6d CKCs: 7.B.1 T.A. CKCs: TA.2.A.6, TA.2.B, TA.4.A.1, TA.4.C.7</p> |
| 6. The training environment | <p>DEC/EI/ECSE: Standard 3. 3.2, Standard 7: 7.2 and 7.3 PS&C for ECE: 6c, 6d and 6e CKCs: 5.B.1 and 7.A.2 T.A. CKCs: TA.2.A, TA.2.B, TA.3.1, TA.3.A.3, TA.3.B.2, and TA.3.B.5, All of Domain 4</p> |
| 7. Skills and strategies needed for effective teaching/coaching/presenting for diverse adult audiences. | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Collaborating and Technology DEC/EI/ECSE: 2.1, 3.1, 3.2, 7.2 and 7.3 PS&C for ECE: 2a, 6c, 6d and 6e CKCs: 5.A.2, and 7.A.2, 7 .B.1 T.A. CKCs: TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, All of Domain 2, TA.3.A, TA.3.B, TA.3.B.1, B2, B4, and B5, All of Domain 4</p> |
| 8. The aspects of a workshop/class that is inclusive and equitable, using all the appropriate adult learning strategies | <p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating and Technology DEC/EI/ECSE: 2.1, 3.2, and 7.2</p> |

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| | <p>PS&C for ECE: 6c, 6d and 6e CKCs: 5.A.1, 5.A.2, 5.B.1, 7.B.1 T.A.CKCs: TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, All of Domain 2, TA.3.A, TA.3.B, TA.3.B.1, B2, B4, and B5, All of Domain 4</p> |
| 9. Observations, assessment, and reflection. | <p>DEC/EI/ECSE: 7.2, PS&C for ECE: 6d and 6e CKC's: Domain 7: 7.A.3, 7.B.1. T.A.CKC's: TA.1.B .1.C and .1.D, TA.3.B 5, All of Domain 4, All of Domain 5, TA.6.A.5,</p> |

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. | <p>OSEP: Engaging and communicating with families, Collaborating DEC/EI/ECSE: All of Standard 2: 3.2, 6.2 CKCs: 5.A.1, 5.A.2, 7.A.1, and 7.B.1 T.A. CKCs: TA.1.C.2; TA.3.B.4, TA.3.B..5, TA 4.A.1, TA. 4.B.1TA.4.C.6</p> |
| 2. Use the code of ethical conduct for adult educators to address an ethical dilemma. | <p>OSEP: Engaging and Communicating with Families, Transitions, Collaborating DEC/EI/ECSE: Standard 7, 7.4 PS&C for ECE: All of Standard 6 CKCs: All of Domain 7 T.A. CKCs: All of Domain 1, All of Domain2</p> |
| 3. Discuss the brain function as it relates to different teaching and learning scenarios. | <p>DEC/EI/ECSE: 7.2 and 7.3 PS&C for ECE: 6c, 6d and 6e CKC's: 7A.1, 7.A.2, 7.B.1 T.A. CKC's: TA.3.B, All of Domain 4</p> |

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| <p>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</p> | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families DEC/EI/ECSE: 2.1 and 2.2, and 7.2 PS&C for ECE: 6b, 6d, and 6e CKC's: 5.A.2, 5.A.3, 7.B.1 T.A. CKC's: TA.1.D, TA.2.B</p> |
| <p>5. Describe various motivational strategies and techniques that support a sense of belonging and identify situations that might call for those strategies.</p> | <p>OSEP: Collaborating DEC/EI/ECSE: 2.1, and 2.3, 3.2, PS&C for ECE: 6d CKCs: 7.B.1 T.A. CKCs: TA.2.A.6, TA.2.B, TA.4.A.1, TA.4.C.7</p> |
| <p>6. Examine and discuss the pros and cons of various training environments.</p> | <p>DEC/EI/ECSE: Standard 3. 3.2, Standard 7: 7.2 and 7.3 PS&C for ECE: 6c, 6d and 6e CKCs: 5.B.1 and 7.A.2 T.A. CKCs: TA.2.A, TA.2.B, TA.3.1, TA.3.A.3, TA.3.B.2, and TA.3.B.5, All of Domain 4</p> |
| <p>7. Identify, critique, and practice the skills and strategies needed for effective teaching/coaching/presenting for diverse adult audiences.</p> | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Collaborating and Technology DEC/EI/ECSE: 2.1, 3.1, 3.2, 7.2 and 7.3 PS&C for ECE: 2a, 6c, 6d and 6e CKCs: 5.A.2, and 7.A.2, 7 .B.1 T.A. CKCs: TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, All of Domain 2, TA.3.A, TA.3.B, TA.3.B.1, B2, B4, and B5, All of Domain 4</p> |
| <p>8. Plan all aspects of a workshop/class that is inclusive and equitable, using all the appropriate adult learning strategies.</p> | <p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating and Technology DEC/EI/ECSE: 2.1, 3.2, and 7.2 PS&C for ECE: 6c, 6d and 6e CKCs: 5.A.1, 5.A.2, 5.B.1, 7.B.1</p> |

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| | TA CKCs: TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, All of Domain 2, TA.3.A, TA.3.B, TA.3.B.1, B2, B4, and B5, All of Domain 4 |
| 9. Evaluate observation, assessment, and the role of reflection for the adult learner. | DEC/EI/ECSE: 7.2, PS&C for ECE: 6d and 6e CKC's: Domain 7: 7.A.3, 7.B.1. TA CKC's: TA.1.B .1.C and .1.D, TA.3.B 5, All of Domain 4, All of Domain 5, 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 DEC/EI/ECSE: All of Standard 2: 3.2, 6.2 CKCs: 5.A.1, 5.A.2, 7.A.1, and 7.B.1 TA CKCs: TA 1.C.2, TA 3.B.4, TA 3.B.5, TA 4.A.1, TA. 4.B.1, TA 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 DEC/EI/ECSE: Standard 7, 7.4 PS&C for ECE: All of Standard 6 CKCs: All of Domain 7 TA CKCs: All of Domain 1, All of Domain 2 |
| 3. Brain research relevant to adult learning. Brain Plasticity Cognitive Load revisited Connecting to prior knowledge Metaphor Storytelling Humor | DEC/EI/ECSE: 7.2 and 7.3 PS&C for ECE: 6c, 6d and 6e CKC's: 7A.1, 7.A.2, 7.B.1 TA CKC's: TA.3.B, All of Domain 4 |

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| <p>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.</p> <p>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?</p> | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Engaging and Communicating with Families DEC/EI/ECSE: 2.1 and 2.2, and 7.2 PS&C for ECE: 6b, 6d, and 6e CKC's: 5.A.2, 5.A.3, 7.B.1 TA CKC's: TA.1.D, TA.2.B</p> |
| <p>5. Motivational strategies and techniques that support a sense of belonging</p> <p>What is a Growth Mindset? Internal vs external motivation Inspiration (quotes and personal stories) Fun, games, music, media,</p> | <p>OSEP: Collaborating DEC/EI/ECSE: 2.1, and 2.3, 3.2, PS&C for ECE: 6d CKCs: 7.B.1 TA CKCs: TA.2.A.6, TA.2.B, TA.4.A.1, TA.4.C.7</p> |
| <p>6. The training environment</p> <p>Setting the Tone Seating plans (for in person) Online environments both synchronous and asynchronous The sensory experience</p> | <p>DEC/EI/ECSE: Standard 3. 3.2, Standard 7: 7.2 and 7.3 PS&C for ECE: 6c, 6d and 6e CKCs: 5.B.1 and 7.A.2 TA CKCs: TA.2.A., TA.2.B. TA.3.1, TA.3.A.3, TA.3.B.2, and TA.3.B.5, All of Domain 4</p> |
| <p>7. Skills and strategies needed for effective teaching/coaching/presenting for diverse adult audiences</p> <p>Online vs in person strategies</p> | <p>OSEP: Working with Children and Families from Diverse Backgrounds, Collaborating and Technology DEC/EI/ECSE: 2.1, 3.1, 3.2, 7.2 and 7.3 PS&C for ECE: 2a, 6c, 6d and 6e CKCs: 5.A.2, and 7.A.2, 7.B.1</p> |

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| <p>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</p> | <p>TA CKCs: TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, All of Domain 2, TA.3.A, TA.3.B, TA.3.B.1, B2, B4, and B5, All of Domain 4</p> |
| <p>8. The aspects of a workshop/class that are inclusive and equitable, using all the appropriate adult learning strategies.</p> <p>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</p> | <p>OSEP: Working with Families from Diverse Backgrounds, Engaging and Communicating with Families, Collaborating and Technology DEC/EI/ECSE: 2.1, 3.2, and 7.2 PS&C for ECE: 6c, 6d and 6e CKCs: 5.A.1, 5.A.2, 5.B.1, 7.B.1 T.A. CKCs: TA.1.A.1, and TA.1.A.5, TA.1.B.6, TA.1.C.2, TA.1.C.3, All of Domain 2, TA.3.A, TA.3.B, TA.3.B.1, B2, B4, and B5, All of Domain 4</p> |
| <p>9. Observations, assessment, and reflection.</p> <p>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</p> | <p>DEC/EI/ECSE: 7.2, PS&C for ECE: 6d and 6e CKC's: Domain 7: 7.A.3, 7.B.1. T.A.CKC's: TA.1.B .1.C and .1.D, TA.3.B 5, All of Domain 4, All of Domain 5, TA.6.A.5,</p> |

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

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

RESOURCES

WEBSITE

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

ARTICLES

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

<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/>

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

Characteristics of Adult Learners

<http://thelearningcoach.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>

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=Jl-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=tWaNC1jvaY>

A more detailed look at the GROW model:

https://www.mindtools.com/pages/article/newLDR_89.htm

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=-L1lzhIWM58> 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=-L1lzhIWM58>

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://thelearningcoach.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=OCD382_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:

| Date | Topic and Learning Experiences | Alignment with Course Objectives | Alignment with Student Outcomes |
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| 1 | Introductions and Review Syllabus | | Choose the workshop/class that you will be working with this semester. Introduce yourself. What is your 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/ |
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| 5 | <p>Ethics and professionalism</p> <p>TA CKCs Code of Ethical Conduct for Adult Educators NASDTEC Model Code of Educator Ethics Harvard's Project Implicit</p> | CO 2 | <p>https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ethics04_09202013update.pdf</p> <p>https://www.nasdtec.net/page/MCEE_Doc</p> <p>*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,</p> |
| 6 | <p>Brain research relevant to adult learning.</p> <p>Brain Plasticity Cognitive Load revisited Connecting to prior knowledge Metaphor Storytelling Humor</p> | CO 3 | <p>Evaluate strategies for their impact on motivation, learning, and cognitive load. SO 3</p> |
| 7 | | | |
| 8 | <p>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.</p> <p>Understanding the similarities and differences between coaching, training, and mentoring. Cycles of Intentional Teaching</p> | CO 4 | <p>*Choose opening and introductory activities for your workshop and cite course materials when discussing your choices. SO 4</p> |

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| | <p>Knowing Yourself as a Learner and Presenter</p> <p>Knowing Your Audience</p> <p>Icebreakers and Introductions</p> <p>Learning Styles, fact or myth?</p> | | |
| 9 | <p>Motivational strategies and techniques that support a sense of belonging</p> <p>What is a Growth Mindset</p> <p>Internal vs external motivation</p> <p>Inspiration (quotes and personal stories)</p> <p>Fun, games, music, media,</p> | CO 5 | <p>Watch the Fun Theory video and reflect on the implications for motivating students/workshop participants.</p> <p>https://www.youtube.com/watch?v=2lXh2n0aPyw</p> |
| 10 | <p>The training environment</p> <p>Setting the Tone</p> <p>Seating plans (for in person)</p> <p>Online environments both synchronous and asynchronous</p> <p>The sensory experience</p> | CO 6 | <p>*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</p> |
| 11 | <p>Skills and strategies needed for effective teaching/coaching/presenting for diverse adult audiences</p> <p>Online vs in person strategies</p> <p>Reflect on the strategies that have been used in this course</p> <p>Choosing a variety of media</p> <p>Planning and acknowledging Analogies and Metaphors that reflect the audience (Four Corners exercises)</p> | CO 7 | <p>*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,</p> |

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| | Question Types and Questioning Strategies | | |
| 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 | <p>The aspects of a workshop/class that are inclusive and equitable, using all the appropriate adult learning strategies.</p> <p>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</p> | 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 | <p>Observations, assessment, and reflection.</p> <p>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</p> | 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 |

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| | 4 lenses of a critically reflective teacher Mezirow's Transformative learning | | |
| 15 | | | <p>*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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> |
| 16 | Recap and Conclusions | | |

* Key Experiences.