



Course Syllabus

<b>COURSE NUMBER:</b> EDUC 5750 W2	<b>COURSE TITLE:</b> Adult Education Teaching Methods	<b>TERM:</b> Summer 2006
<b>SITE:</b> Online	<b>INSTRUCTOR CONTACT INFORMATION:</b> Jahna Kahrhoff 314-968-5972 kahrhoff@webster.edu	<b>CREDIT HOURS:</b> 2

**Course Description**

This course is a study of methods and techniques available to help adults learn. Concentration will be on the process of designing and delivering effective individual and group learning experiences for adult learners; applying methods to learning objectives; and the role of the teacher.

**Learning Outcomes**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<ul style="list-style-type: none"> <li>▪ Describe and evaluate selected teaching techniques and methods</li> </ul>	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.2, and 1.4 The informed instructor 2.1, 2.2, 2.3, 2.4
<ul style="list-style-type: none"> <li>▪ Discuss the application of adult learning principles to instructional techniques</li> </ul>	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.2, and 1.4 The informed instructor 2.1 The responsive educator 4.1, 4.2, 4.3, 4.4 Understands and respects others 2.1
<ul style="list-style-type: none"> <li>▪ Describe the professional roles in facilitating adult learning</li> </ul>	Same as SOE Goals and Dispositions	The reflective collaborator 3.1 The responsive educator 4.2, 4.3 Understands and respects self 1.1, 1.4 Understands and respects professional communities 3.2
<ul style="list-style-type: none"> <li>▪ Apply teaching methods to instruction plans and objectives</li> </ul>	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.2, and 1.4 The informed instructor 2.1, 2.2, 2.3, 2.4 The responsive educator 4.1, 4.2, 4.3, 4.4

**Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Week	Topics/Activities
Week 1	<p>Introduction to teaching adult learners</p> <ul style="list-style-type: none"> <li>▪ Course overview</li> <li>▪ Readings               <ul style="list-style-type: none"> <li>○ Galbraith, Chapter 1</li> <li>○ Rogers, A. (2003, Oct.). What's the difference? <i>Adults Learning</i>, 15(2). 15-18.</li> </ul> </li> <li>▪ Start working on Individual Project</li> </ul>
Week 2	<p>Andragogy and the Facilitative Role of the Instructor</p> <ul style="list-style-type: none"> <li>▪ Readings – Galbraith, Chapter 2</li> <li>▪ Small Group Activity: Start working on TALK About Adult Learners</li> <li>▪ Group Project: Start working on Group Teaching Method presentation</li> </ul>
Week 3	<p>Teaching Philosophy and Style</p> <ul style="list-style-type: none"> <li>▪ Readings –               <ul style="list-style-type: none"> <li>○ Galbraith, Chapter 3, 4</li> <li>○ Heimlich, J. E. &amp; Norland, E. (2002 Spring). Teaching style: where are we now? <i>New Directions for Adult &amp; Continuing Education</i>, 93. 17-25</li> </ul> </li> <li>▪ Individual Activity: Principles of Adult Learning Scale &amp; Philosophy of Adult Education Inventory</li> <li>▪ Assignment: TALK About activity and topic for Individual Project due end of week 3</li> </ul>
Week 4	<p>Incorporating Instructional Planning and Objectives</p> <ul style="list-style-type: none"> <li>▪ Readings –               <ul style="list-style-type: none"> <li>○ Galbraith, Chapter 5, 9</li> <li>○ Bonwell, C. C. &amp; Sutherland, T. E. (1996, Fall). The active learning continuum: choosing activities to engage students in the classroom? <i>New Directions for Teaching and Learning</i>, 67. 3-16.</li> </ul> </li> <li>▪ Assignment: None</li> </ul>
Week 5	<p>Instructional Methods and Techniques</p> <ul style="list-style-type: none"> <li>▪ Readings – Galbraith, Chapters 11,12, 19</li> <li>▪ Individual Activity: Start working on Case study</li> <li>▪ Assignment: Group presentation of Teaching Method due end of week 5</li> </ul>
Week 6	<p>Instructional Methods and Techniques, continued</p> <ul style="list-style-type: none"> <li>▪ Readings – Galbraith, Chapters 15, 20</li> <li>▪ Assignment: Case study and Individual Project update due end of week 6</li> </ul>
Week 7	<p>Teaching Diverse Adult Learners</p> <ul style="list-style-type: none"> <li>▪ Readings -- Read 2 of the following:               <ul style="list-style-type: none"> <li>○ Galbraith, Chapter 6</li> <li>○ Twitchell, S., Cherry, K. E., &amp; Trott, J. W. (1966, March). Educational strategies for older learners: suggestions from cognitive aging research. <i>Educational Gerontology</i>, 22(2). 169-181.</li> <li>○ Ziegahn, L. (2001). Considering culture in the selection of teaching approaches for adults. <i>ERIC Digest</i>.</li> <li>○ Johnson-Bailey, J. (2002, Spring). Race matters: the unspoken variable in the teaching-learning transaction. <i>New Directions for Adult and Continuing Education</i>, 93. 39-49.</li> <li>○ Scott, S. S., McGuire, J. M., &amp; Shaw, S. F. (2003, November/December). Universal</li> </ul> </li> </ul>

	design for instruction. A new paradigm for adult instruction in postsecondary education. <i>Remedial and Special Education</i> , 24(6). 369-379.
Week 8	Brining It All Together and Wrap-Up <ul style="list-style-type: none"> <li>▪ Assignment: Individual Project due end of week 8</li> </ul>

## Resources

Required Text(s):

Galbraith, M. W. (2004). *Adult learning methods: a guide for effective instruction*. 3rd edition. Krieger Publishing.

Supplemental Readings:

Supplemental readings will be put under Webster EReserves or be posted online by the instructor.

## Evaluation

Assessments	Links to Course Outcomes	Percentage of Grade
Weekly Discussions, Activities and Participation	All	300 points
Small Group Activity – TALK About Adult Learners	<ul style="list-style-type: none"> <li>▪ Discuss the application of adult learning principles to instructional techniques</li> </ul>	100 points
Individual Activity – Case Study	<ul style="list-style-type: none"> <li>▪ Apply teaching methods to instruction plans and objectives</li> <li>▪ Describe and evaluate selected teaching techniques and methods</li> </ul>	100 points
Group Project – Teaching Method Presentation	<ul style="list-style-type: none"> <li>▪ Describe the professional roles in facilitating adult learning</li> <li>▪ Apply teaching methods to instruction plans and objectives</li> <li>▪ Describe and evaluate selected teaching techniques and methods</li> </ul>	200 points
Individual Project	All	300 points

## Grading Scale

Points	Grade
930+	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
700-800	C

## Weekly Schedule

The weeks in this course will be Friday-to-Friday. New content will be available on Friday mornings, at 9:00 am central time. All assignments will be due on Fridays at midnight, central time.

## **Discussions Participation**

You are required to actively participate in weekly online discussions. While there is no specific day/time at which you must log in, I strongly recommend that you log in several times per week to participate. Your participation will be graded on both the quantity and quality of your postings. First submissions to weekly discussions are expected by Tuesday, midnight. You are required to post a minimum of one original posting to each discussion question, and 1 posting that is a feedback or response to other students' postings. Postings such as "I agree," "Good Answer," or the likes, are not acceptable.

## **Weekly Poll**

Each week there will be a 1-2 question poll. It will be administered in the Quiz tool in WebCT, and it will count towards your "activities and participation" points, though the quiz itself will not be graded.

## **Small Group Activity**

There is one small group activities in this course. They require group discussion and a summary report to the class. Groups will be assigned at the end of week 1. Additional instructions are available in the course.

## **Group Project**

Groups will work together to prepare a report/presentation on an assigned teaching method. Groups and teaching methods will be assigned at the end of week 1. You will be graded on both group and individual work in this activity. Additional instructions are available in the course.

## **Independent Activities**

Several independent activities are assigned throughout the course. They involve individual work that is designed to help students reflect on and discuss their own experiences and the content.

## **Individual Project**

You will have choice between four (4) different individual projects options (pick 1 only):

- Paper: Write a research paper on the methods teaching adults in a particular population, content area, or type of organization.
- Method Report: Same as the group project, but the student will work independently on a different learning method that is not covered in the textbook or by one of the groups.
- Observation Report: The student will observe a minimum of 5 hrs. of instruction in an adult education setting and submit a journal and analysis of methods observed.
- Self-Designed Project: to be approved by the instructor by end of Week 4.

Additional instructions for all options are available in the course. Project topics must be submitted by end of Week 3. Completion of the project will be due by end of Week 8.

## **Late Submissions**

- Grades for work submitted up to 1 week past the due date will be reduced by 10%.
- Any work submitted more than 1 week past the due date will be reduced by 15%.
- No work will be accepted after Monday, August 1 at midnight (central time).

## **ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

## **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

### **ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.