

Syllabus

Course Overview

We begin our study of the adult learner by exploring what we have learned about the adult education field, looking at how it got started and where it is now.

The field of adult education has come to be based on a set of principles known as the principles of adult learning. Generally accepted concepts include the following:

- What adults want or need to learn is very broad and goes far beyond the typical college or university fare.
- Learners' needs are paramount.
- Programs of learning for adults should focus on them—their learning styles, their lifestyles, and their life-cycle issues—rather than on subject matter or teacher needs.
- Problem-solving and experimentation or experiential activities are most meaningful for adults.
- The teacher moves from being an authority figure to being a facilitator of learning, and learners take a much more active role in their learning.

Education is about learning and growing; education can often be a means to move an adult into a new dimension of himself or herself. In this way, adult learning acts as a change agent for the individual and for society, as well.

This course is designed to provide an overview of the field of adult education as practiced in the United States and around the world. The following topics will be covered:

- The nature of the contemporary adult education field.
- What is known thus far about how we develop into adults, including the science of how we learn and grow intellectually, emotionally, and physically.
- Three of the foundational theories of adult education: andragogy, self-directed learning, and transformational learning.
- Issues surrounding the learning styles and habits of the various generations of learners, and how to teach classes with different generations of learners.
- An examination of diversity issues in adult education, such as race, class, and gender.
- Things to keep in mind when developing adult learning programs.
- The global nature of the field of adult education.
- Non-western and non-traditional ways that people around the world know and learn.

You will have the opportunity to research and write three scholarly papers in this class. In your first two papers in Units 3 and 6, you will synthesize what you learn during the first six units about adult development and how it affects the ways adults learn and grow throughout their lifespan.

Your third paper will be suitable for presentation at a conference or to a group of colleagues. You will combine your first two papers and any other information you deem relevant into this assignment in Unit 8, which you will also convert to a PowerPoint for use during your presentation in Unit 10.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply foundational principles and theories, including andragogy, to the practice of adult education.
- 2 Evaluate how adult development influences learning.
- 3 Examine the different contexts in which adult education is practiced.
- 4 Apply best practices to the adult teaching environment.
- 5 Communicate effectively in visual, oral, and written form.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Agency for Instructional Technology (Producer). (1993). *Multiple intelligences: Other styles of learning* [Video]. Films on Demand.
- Alfred, M. V. (2015). *Diaspora, migration, and globalization: Expanding the discourse of adult education*. *New Directions for Adult & Continuing Education*, 2015(146), 87–97.
- Anderson, I. (2016). *Identifying different learning styles to enhance the learning experience*. *Nursing Standard*, 31(7), 53–63.
- Bridwell, S. D. (2013). *A constructive-developmental perspective on the transformative learning of adults marginalized by race, class, and gender*. *Adult Education Quarterly*, 63(2), 127–146.
- Brookfield, S. (1984). *The contribution of Eduard Lindeman to the development of theory and philosophy in adult education*. *Adult Education Quarterly*, 34(4), 185–196.

- Carpenter-Aeby, T., & Aeby, V. (2013). Application of andragogy to instruction in an MSW practice class. *Journal of Instructional Psychology*, 40(1), 3–13.
- Chicioareanu, T. D., & Amza, C. G. (2018, April). Adapting your teaching to accommodate the net generation/Z-generation of learners. Paper presented at The 14th International Scientific Conference eLearning and Software for Education, Bucharest, Romania.
- Cincinnato, S., De Wever, B., Van Keer, H., & Valcke, M. (2016). The influence of social background on participation in adult education: Applying the cultural capital framework. *Adult Education Quarterly*, 66(2), 143–168.
- Coady, M. J. (2016). Continuing professional education: Enduring challenges, new developments, and future vistas. *New Directions for Adult & Continuing Education*, 2016(151), 91–96.
- Frambach, J. M., Driessen, E. W., Chan, L., & van der Vleuten, C. P. M. (2012). Rethinking the globalization of problem-based learning: How culture challenges self-directed learning. *Medical Education*, 46(8), 738–747.
- Franzenburg, G. (2017). Learning from the past for the future: How to make adult education sustainable. *Discourse and Communication for Sustainable Education*, 8(2), 57–65.
- Henschke, J. A. (2011). Considerations regarding the future of andragogy. *Adult Learning*, 22(1), 34–37.
- Johnson-Bailey, J., Ray, N., & Lasker-Scott, T. (2014). Race, the black male, and heterogeneous racisms in education. *New Directions for Adult & Continuing Education*, 2014(144), 5–14.
- Kelly, M. (2013). Beyond classroom borders: Incorporating collaborative service learning for the adult student. *Adult Learning*, 24(2), 82–84.
- Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2005). The adult learner: The definitive classic in adult education and human resource development. New York, NY: Routledge.
- Koeller, M. (2012). From Baby Boomers to Generation Y Millennials: Ideas on how professors might structure classes for this media conscious generation. *Journal of Higher Education Theory and Practice*, 12(1), 77–82.
- Lawrence, R. L. (2017). Participatory visual methods: Revisioning the future of adult education. *New Directions for Adult & Continuing Education*, 2017(154), 93–98.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education*, 2001(89), 3–14.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). Learning in adulthood: A comprehensive guide (3rd ed.). Hoboken, NJ: Wiley.
- Nanton, C. R. (2016). Negotiating boundaries through flexibility, capacity, and agility in adult education. *New Directions for Adult & Continuing Education*, 2016(149), 93–104.
- Nicolaides, A., & Marsick, V. J. (2016). Understanding adult learning in the midst of complex social "liquid modernity". *New Directions for Adult & Continuing Education*, 2016(149), 9–20.
- Plumb, D. (2014). Emotions and human concern: Adult education and the philosophical thought of Martha Nussbaum. *Studies in the Education of Adults*, 46(2), 145–162.
- Rapchak, M. E., Lewis, L. A., Motyka, J. K., & Balmert, M. (2015). Information literacy and adult learners: Using authentic assessment to determine skill gaps. *Adult Learning*, 26(4), 135–142.
- Remtulla, K. A. (2012). Congruency in higher learning: Developing sustainable adult education program policies for the digital age. *Encyclopedia of E-Leadership, Counseling, and Training*, 680–697.
- Robinson, D., & Walker, M. (2013). 'Working-class' education: Notions of widening participation in the nineteenth and twenty-first centuries. *Journal of Adult and Continuing Education*, 19(2), 3–23.
- Sandlin, J. A., Wright, R. R., Clark, C. (2013). Reexamining theories of adult learning and adult development through the lenses of public pedagogy. *Adult Education Quarterly*, 63(1), 3–23.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Chang, B. (2014). Community as an open site of adult education. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/17>
- Cherrstrom, C. (2016). 10 years of adult learning (2006-2015): Content analysis of a journal. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2016/papers/10>
- Frey, S. (2014). Adult education in correctional settings: A critical literature review. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/31>
- Hansman, C. A., & Rose, A. D. (2014). Where do we go from here? The ebbs and flows of professional adult education. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/roundtables/13>
- Mustapha, R., & Kashefian-Naeeni, S. (2017). Moving teaching and learning into the digital era. *International Journal of English Language and Translation Studies*, 5(3), 27–36. Retrieved from <http://www.eltjournal.org/archive/value5%20issue3/5-5-3-17.pdf>
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA). Retrieved from <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Hoare, C. (Ed.) (2006). *Handbook of adult development and learning*. Oxford, UK: Oxford University Press.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Baldwin, C. (2016). [The relationship between instrumental and transformative learning in structured workplace learning programs: Insights from embedded formative assessment](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2016/papers/1>
- Bliss, A. (2016). [10 years of adult learning \(2006-2015\): Content analysis of a journal](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2016/roundtables/1>
- Carlisle, V., & Fishback, J. (2015). [Fostering self-direction in learning](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2015/papers/9>
- Collins, R. A., Yelich Binniecki, S., Carpenter, C., & McClish, K. (2018). [Adult learners meaning making of an adult education master's degree program](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2018/papers/23>
- Dirkx, J. M., Espinoza, B. D., & Schlegel, S. (2018). [Critical reflection and imaginative engagement: Towards an integrated theory of transformative learning](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2018/papers/4>
- Isenberg, S. K., & Henschke, J. A. (2013). [Andragogically building a doctor of andragogy program](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2013/roundtables/18>
- Lee, J., & Nicolaides, A. (2014). [Exploring transformative relationships in a virtual learning environment](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/46>
- Nerstrom, N. (2014). [An emerging model for transformative learning](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/55>
- Oh, J., & Han, S. J. (2017). [A new research direction of authentic leadership in the field of adult education](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2017/papers/5>
- Peterson, S. P., & Alston, G. D. (2015). [To engage or not engage? Looking at the barriers behind low retention rates of racial/ethnic online adult learners](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2015/roundtables/15>.
- St. Clair, R. (2018). [A very adult curriculum? How the new BC Education plan reflects the andragogical commitments of adult education](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2018/papers/48>
- Taylor, E. W., & Cranton, P. (2012). [A content analysis of transformative learning theory](#). Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2012/papers/47>

Projects

Project >> Adult Learning and Development

Project Overview

Project Overview

In this two-part project, you will compile the salient information in your Units 3 and 6 papers, along with any additional content you wish to include from Units 7 and 8, into a paper and presentation that you could present at a conference or meeting. You will summarize and highlight what you have learned in the course that will give your intended audience an overview and understanding of adult learning.

Your audience could be professional colleagues in your field or colleagues in your school or work setting or an organization to which you belong, for example, a service organization, community education, or a group at your place of worship.

Project Objectives

- Examine theories pertaining to adult learning.
- Examine learning and teaching styles applicable to adult education.
- Describe the characteristics of the adult learner and the effects of aging upon learning.
- Describe the learning characteristics of the variety of generations present in today's learning environments.
- Define the various categories of diversity in today's classrooms.
- Examine the importance of increasing cultural awareness within groups of learners.
- Apply scholarship and APA formatting that reflects a personal commitment to professional excellence and meets Capella University's expectations for graduate learners.

Project Components

Activity	Grade Weight (%)
u08a1 - Meeting/Conference Paper on Adult Learning and Development	20
u10a1 - PowerPoint Presentation on Adult Learning and Development	20

Unit 1 >> Introduction to the Field of Adult Education

Introduction

Welcome to the contemporary field of adult education. Whether you are new to teaching adults or already a veteran, this course will provide you with an overview of the field as it is today, including important changes affecting the nature of the field and its global practice.

Who and what comprises the field of adult education? You might be surprised to learn that adult education is a large and rapidly expanding field of practice. Here is a partial list of institutions, agencies, and professions that can be included in this field:

- Community colleges.
- Online education.
- University environments.
- Adult and continuing education programs.
- Adult basic education classes.
- Corporate training.
- Health care educators.
- Trade schools.
- Religious educators.
- Community adult education classes.
- Specialized training programs (for example: culinary, human resources, technology).
- Agencies and organizations.
- One-on-one coaches and mentors.

Your texts will show how these principles have engendered a movement that is having a major impact wherever adults are learning today. While colleges traditionally were home to young people, today non-traditional adult learners comprise more than 39 percent of students matriculating in the U.S. This unit will familiarize you with the philosophies, principles, theories, and history of this growing population of adult learners.

The phenomenal growth of our field is spurred in part by economic factors that are bringing adults of all ages back to school to become lifelong learners, and by advancements in technology that enable us to learn just about anything on our own. Courses are being offered not only in traditional models, but also via the Internet and e-learning platforms, through satellite television, global conferencing, social media, and so on. For many of these reasons, adult education has expanded globally, and now programs are offered to participants from all over the world who enjoy learning together.

A primary principle that has become a foundational belief among adult education practitioners is the idea that adults learn differently than children. In this course you will learn:

- What is known about how adults learn and how to create or enhance educational programs for ultimate reception.
- How to incorporate best practices of learning and teaching into learning programs in any setting, from one-to-one mentoring, to corporate training programs, to adult basic education courses, to college and university classrooms.
- The latest cognitive science regarding how adults learn.

- Best practices regarding new teaching methods and new ways of working with diverse groups.
- How to incorporate knowledge about the impact of multiple generations of learners, gender, culture, race, class, and personal experiences in your work with diverse groups of learners.

Finally, you will gain a greater awareness of the global nature of the adult education movement and the ways in which different cultures learn, and you will consider the implications of politics, the economy, and technology on the practice of adult education around the world.

Learning Activities

u01s1 - Studies

Readings

Use the Capella library to read the following:

- Brookfield, S. (1984). The contribution of Eduard Lindeman to the development of theory and philosophy in adult education. *Adult Education Quarterly*, 34(4), 185–196.
- Cincinnato, S., De Wever, B., Van Keer, H., & Valcke, M. (2016). The influence of social background on participation in adult education: Applying the cultural capital framework. *Adult Education Quarterly*, 66(2), 143–168.
- Kelly, M. J. (2013). Beyond classroom borders: Incorporating collaborative learning for the adult student. *Adult Learning*, 24(2), 82–84.
- Nanton, C. R. (2016). Negotiating boundaries through flexibility, capacity, and agility in adult education. *New Directions for Adult & Continuing Education*, 2016(149), 93–104.
- Nicolaides, A., & Marsick, V. J. (2016). Understanding adult learning in the midst of complex social "liquid modernity." *New Directions for Adult & Continuing Education*, 2016(149), 9–20.

Use the Internet to read the following:

- Chang, B. (2014). Community as an open site of adult education. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/17>
- Cherrstrom, C. (2016). 10 years of adult learning (2006-2015): Content analysis of a journal. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2016/papers/10>
- Frey, S. (2014). Adult education in correctional settings: A critical literature review. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/31>
- Hansman, C. A. & Rose, A. D. (2014). Where do we go from here? The ebbs and flows of professional adult education. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/roundtables/13>

u01s1 - Learning Components

- Identify theories pertaining to adult learning.
- identify how adults develop physically, mentally, emotionally, and psychologically.

u01s2 - Your Online ePortfolio

Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - The Contemporary Field of Adult Education

After reading about the contemporary field of adult education, comment on what surprises you about the current situation with adult learning in the U.S. and around the world. What were your previous impressions of this field, and how has your impression changed as you completed the readings? Refer to specific portions in the texts when indicating what is particularly meaningful for you. Summarize your understanding of the scope of adult education today.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Identify theories pertaining to adult learning.
- Determine the proper application of the rules of grammar and mechanics.
- identify how adults develop physically, mentally, emotionally, and psychologically.

Unit 2 >> Characteristics of the Adult Learner

Introduction

In this unit, you will examine how we develop as adults and change as we age. Our primary questions relate to how developmental changes affect our learning. Further, how do biological changes help determine when one becomes an adult learner?

We will look at the transition from young adult to fully functioning adult learner while examining questions such as:

- At what point does a person become an adult? What are the characteristics of an adult? In what ways do adults change across their lifespan, and how do these changes affect the ability of adults to continue learning and growing?
- A popular focus of researchers today relates to cognitive development: How do thinking patterns change over time? How does the brain work with other elements of our body, mind, emotions, and spirit, so that we are constantly growing as new information that comes to our attention interfaces with our ever-growing field of experience?
- Where does intelligence live in us? Does it live in our brain? Does it work because of brain power? At this point, do neuroscientists know exactly how the brain works or where our consciousness resides?
- Does intelligence decline with age?
- How realistic are philosophies that suppose that there are many different kinds of intelligence? (This topic will be further discussed in Unit 4.)
- What about emotion? Does it have an effect on thinking or on learning?
- Is it true that emotion is essential to thought and thought is essential to feelings, or that knowing our emotions and managing them well is the key to having command over our thoughts? Daniel Goleman (1995) proposes in his book *Emotional Intelligence* that emotion can be as powerful as one's IQ.
- Considering that life expectancy has nearly doubled from 49.2 years in 1900 to our current expectations for a long life (Guyer, Freedman, Strobino, & Sondik, 2000), what will this mean for learning in the future?

We cannot answer all of these questions in this unit, but we will review the basics so that you can conduct your own research to discover more about adult development as it pertains to your profession.

References

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam Books.

Guyer, Freedman, Strobino, & Sondik, (2000). As reported in Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc. (p. 300).

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to complete the following:

- Plumb, D. (2014). Emotions and human concern: Adult education and the philosophical thought of Martha Nussbaum. *Studies in the Education of Adults*, 46(2), 145–162.
- Sandlin, J. A., Wright, R. R., Clark, C. (2013). Reexamining theories of adult learning and adult development through the lenses of public pedagogy. *Adult Education Quarterly*, 63(1), 3–23.

Multimedia

Complete the following Capella multimedia presentations:

- Brain Based Learning.

u02s1 - Learning Components

- Identify theories pertaining to adult learning.
- identify how adults develop physically, mentally, emotionally, and psychologically.

u02s2 - Assignment Preparation

In the next unit you will submit a paper about the content for a presentation on adult learning that you would present to a group of colleagues or other interested parties.

Take time this week to conduct research and start a rough draft of the following:

- Discuss your experiences in an adult education setting based on the resources you have read and your own background.
- Discuss where adult education is practiced, including your own experiences as an adult learner.
- Define andragogy, transformative learning and self-directed learning.
- Describe the characteristics of the adult learner, using the theories about which you have read. Include a description of how aging affects learning.

- Write a brief description of the setting where you could present the paper you will present in the course. Describe the audience, including a description of the group.

Keep your specific audience in mind as you construct these components. Be sure to include and cite relevant examples and supporting evidence from the assigned readings.

Please refer to the final project description and assignment Scoring Guide to ensure that you meet the grading criteria for this assignment.

u02d1 - Findings on Adult Development

For this discussion, share your best thinking regarding the application of what we know about adult development to your field in preparation for your Unit 4 assignment, in which you will write about this subject:

- Explain how you would apply all that you have learned about how adults develop to your work in the field.
- Summarize what you have learned from the textbooks, multimedia, and your outside research on how adults develop physically, mentally, emotionally, and psychologically.
- Identify some of the issues surrounding adult development that interest you.

Post some of your ideas and share some examples that you intend to include in your assignment.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Identify theories pertaining to adult learning.
- Determine the proper application of the rules of grammar and mechanics.
- identify how adults develop physically, mentally, emotionally, and psychologically.

Unit 3 >> Andragogy: A Revolution in Adult Learning

Introduction

In this unit we will review the revolutionary ideas that form the foundation of the modern adult education movement. We will also explore the most important theories on which our philosophies and principles are built. Our focus for the next two units will be on how adults learn. There are many definitions of learning; for our purpose, we will define learning as knowing about, and being able to do something about, that of which the learner was formerly ignorant.

You will be introduced to the theory of andragogy, which has become foundational to our field, and two theories that have emerged from the practice of andragogy:

1. Self-directed learning.
2. Transformational learning.

The theory of andragogy was developed by Malcolm Knowles in the twentieth century. The theory simply states that adult learners are very different from children, and thus they should be treated differently. Over a few decades, Knowles and others developed a set of principles that suggest how adults learn best and reflect the best way to interact with them to encourage their growth.

The principles and practices that make up the theory of andragogy represent arguably the most important event in the history of adult education, opening up new ways of learning in recent decades. The idea that we should treat the development and learning styles of adults differently, acknowledging differences in how adults think, has improved outcomes around the globe.

Self-directed learning is a multifaceted concept based on the idea that adults prefer to direct their own learning process. Merriam, Caffarella, and Baumgartner (2007) suggest that the goals of self-directed learning are to enhance the learner's ability and to remove roadblocks preventing them from taking action designed to bring about social—and sometimes political—change. Self-directed learning is based on the beliefs that:

- Human nature is basically good.
- Individuals possess virtually unlimited potential for growth.
- Only by accepting responsibility for one's own learning is it possible to take a proactive approach to the learning process.

As learners become more self-directed, it is not uncommon for them to critically examine their personal beliefs, decisions, and the way they live their life. They might suddenly find themselves in a new mental space prompted by a major event. In *Understanding and Promoting Transformative Learning*, Patricia Cranton explains: "When something unexpected happens, when a person encounters something that does not fit with his or her expectations of how things should be, based on past experience, the choices are to reject the unexpected or to question the expectations. When people critically examine their habitual expectations, revise them, and act on the revised point of view, transformative learning occurs." (Cranton, 2006, p.19).

When adults reflect upon experiences and change their point of view, this is called transformational learning. It is based on the idea that adult learners are often not only informed, but also transformed. This transformation might be directly influenced by interactions with the content of a course and instructor interactions, or because of critical thinking and independent realizations causing them to reevaluate old ideas.

Cranton describes transformative learning this way: "By the time they reach adulthood, people have acquired a way of seeing the world, a way of interpreting their own experiences, and a set of values. Although adults continue to acquire new knowledge and skills, they must integrate new experiences with prior learning. When this integration does not occur easily and contradictions or dilemmas result, the prior learning must be examined and some adjustments made. Individuals can reject the contradictory new information or revise their previous views. This, simply stated, is the process of reflection and transformative learning" (Cranton, 2006, p.22). Cranton further explains, "Essentially I follow Mezirow's definition of transformative learning as a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and therefore become more open, permeable, and better validated." (p. 2).

References

- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u03s1 - Studies

Readings

Use the Capella University Library and the Internet to complete the following:

- Carpenter-Aeby, T., & Aeby, V. (2013). Application of andragogy to instruction in an MSW practice class. *Journal of Instructional Psychology*, 40(1), 3–13.
- Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2005). The adult learner: The definitive classic in adult education and human resource development. New York, NY: Routledge.
 - Read Chapters 6 and 7, pages 115–164.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult & Continuing Education*, 2001(89), 3–14.

Multimedia

Complete the following Capella multimedia presentation:

- Principles of Andragogy.

Optional Readings

- Baldwin, C. (2016). The relationship between instrumental and transformative learning in structured workplace learning programs: Insights from embedded formative assessment. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2016/papers/1>

- Bliss, A. (2016). 10 years of adult learning (2006-2015): Content analysis of a journal. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2016/roundtables/1>
- Carlisle, V., & Fishback, J. (2015). Fostering self-direction in learning. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2015/papers/9>
- Dirkx, J. M., Espinoza, B. D., & Schlegel, S. (2018). Critical reflection and imaginative engagement: Towards an integrated theory of transformative learning. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2018/papers/4>
- Taylor, E. W., & Cranton, P. (2012). A content analysis of transformative learning theory. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2012/papers/47>
- Isenberg, S. K., & Henschke, J. A. (2013). Andragogically building a doctor of andragogy program. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2013/roundtables/18>

u03s1 - Learning Components

- Identify theories pertaining to adult learning.

u03a1 - Adult Education Foundations – Part 1: Adult Learning Theory and Adult Development

Introduction

For this assignment, you will draft a paper about the content for a presentation on adult learning that you would present to a group of colleagues or other interested parties. This is the first of a series of papers you will be writing and rewriting in this course.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies:

- Apply foundational principles and theories, including andragogy, to the practice of adult education.
- Evaluate how adult development influences learning.
- Examine the different contexts in which adult education is practiced.
- Communicate effectively in visual, oral and written form.

Instructions

Using a writing style and terminology appropriate for a professional presentation at a conference or meeting, write a 3–5 page paper covering relevant content from Units 1–3. This paper should be written in a manner that is concise, specific, and focused. Keep your audience in mind as you write, and be sure to cite relevant examples and supporting evidence from the assigned readings.

For this paper, complete the following sections in the following order, using appropriate headings (see Submission Requirements below):

- Discuss your experiences in an adult education setting based on the resources you have read and your own background.
- Discuss where adult education is practiced, including your own experiences as an adult learner.
- Define andragogy, transformative learning and self-directed learning.
- Describe the characteristics of the adult learner, using the theories about which you have read. Include a description of how aging affects learning.
- Write a brief description of the setting where you could present the paper you will present in the course, including a description of your audience.
- Construct a reference list containing the sources that you used in the paper, following current APA style.

Submission Requirements

Your paper should meet the following requirements:

- Written in scholarly voice and free of errors that detract from the overall message.
- Resources and citations should be formatted according to current APA style.
- Headings and subheadings should be in accordance with APA formatting.
- The paper should be 3–5 pages in length, written in 12-point, Times New Roman font, and double-spaced.

Refer to the u03a1 Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

u03d1 - Principles and Practices of Adult Education

In this unit, you have been introduced to principles and practices arising from the theory of andragogy. For this discussion, provide a review of these principles and practices. Explain how you are currently using them, or how you intend to incorporate them into your practice. Then offer your personal analysis regarding the meaning of the theory of andragogy to the practice of adult education.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Identify theories pertaining to adult learning.
- Determine the proper application of the rules of grammar and mechanics.
- identify how adults develop physically, mentally, emotionally, and psychologically.

u03d2 - Transformative and Self-directed Learning

In this discussion, describe how you might help learners who are moving through crises or taking on new roles because of their transformational learning. What might you change about your teaching or mentoring to assist learners through this process? Do you feel it is your place to provide counsel or a shoulder to lean on—to give comfort or friendship? Share any personal experiences you might have, or that you might have observed, with a situation in which you or another faced a disorienting dilemma that led to a transformative learning experience. In your opinion, at what point do the techniques of transformational learning become inappropriate?

In addition, describe the characteristics of self-directed learners. Review the strategies in your course readings that you believe can be keys to the success of the self-directed learner. Which of these strategies will you incorporate into your own work with learners?

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 4 >> Learning Styles of Adult Learners Today

Introduction

This unit is about you, and what you bring to the learning process. At this point in your academic career, you have undoubtedly developed routines and skills that enable you to learn new material and cope with new learning environments. You know how you learn—or do you? Can you articulate your preferred learning style?

There is a twofold benefit to becoming more conscious of your personal learning experiences and patterns. First, you become a better learner; and second, you become a better educator. It is logical to assume that we teach the way we were taught, reasoning that what worked for you will work just as well for others, and what did not work for you is best avoided. For this course, you will examine your personal time-proven techniques and determine if these strategies are the best practices for those you teach.

As populations become more diverse and the demands of the workplace change, you must develop strategies to help learners absorb more material, more effectively. While content is essential, it is just as important to teach learners how to learn. Therefore, this unit will begin to define learning styles and teaching styles, attempting to make your internal thought processes visible by identifying how your mind works.

Much has been written about learning styles. You have undoubtedly heard about left-brain vs. right-brain dominance, introverts vs. extroverts, or other terms, such as sensors, feelers, intuitive, or judgmental. This unit will also develop your understanding of these topics and how they apply to you.

Remember that in this course we define learning as knowing about, and being able to do something about, that of which the learner was formerly ignorant. Someone who is consciously competent can describe the theories and principles behind the skillful demonstration of a newly-acquired behavior. But defining learning styles can be challenging, and while most of us can describe our learning preferences in general terms, they might be difficult to discuss in depth. It can be confusing to separate our natural learning preferences from learned behaviors.

You may wonder, "How do I benefit from knowing my learning style?" Knowledge of your learning style and the tools for assessing styles will allow you to develop your own philosophy of learning as an educator. It will also create a conceptual framework for analyzing how you will teach others to learn, helping you decide what works in a given classroom environment. All of this connects to the core ideas of the movement away from a behavioral model of teaching traditionally aimed at young people, towards a constructivist model of teaching that reflects the innate learning needs and learning styles of adult learners.

Note: In u04s2 you will be completing two assessments of your own learning or teaching style. Plan ahead to complete this study before making discussion posts for the week in u04d1, where your initial post will be due by Thursday night to allow more preparation time than the other discussions in this course.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Anderson, I. (2016). Identifying different learning styles to enhance the learning experience. *Nursing Standard*, 31(7), 53–63.

Multimedia

- Agency for Instructional Technology (Producer). (1993). Multiple intelligences: Other styles of learning [Video]. Films on Demand.

Optional Readings

- Hoare, C. (Ed.) (2006). Handbook of adult development and learning. Oxford, UK: Oxford University Press.
 - Chapter 8, "Self-Efficacy and Adult Development," pages 169–195.
- St. Clair, R. (2018). A very adult curriculum? How the new BC Education plan reflects the andragogical commitments of adult education. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2018/papers/48>
- Nerstrom, N. (2014). An Emerging Model for Transformative Learning. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/55>
- Lee, J. and Nicolaidis, A. (2014). Exploring Transformative Relationships in a Virtual Learning Environment. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2014/papers/46>
- Oh, J., & Han, S. (2017). A New Research Direction of Authentic Leadership in the Field of Adult Education. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2017/papers/5>

u04s1 - Learning Components

- Identify learning styles of adult learners.

- Identify teaching styles appropriate for adult learners.

u04s2 - Learning and Teaching Style Assessments

For this unit, you will need to complete at least two different learning or teaching style assessments. The following three assessments, along with directions and scoring information, are available from the following source:

- Generational Differences Consulting. (n.d.). [Resources](http://www.gendiff.com/resources.asp). Retrieved from <http://www.gendiff.com/resources.asp>
 - This site is maintained by Drs. Jim and Sherry Forkum, the authors of a pair of presentations you will be viewing in Unit 5.

You will make use of the assessment results in the discussion for this unit.

1: Multiple Intelligences (MI) Inventory, developed by Walter McKenzie, based on the work of Howard Gardner.

This inventory provides a snapshot in time of an individual's perceived MI preferences, including:

- Verbal and linguistic: learning through the spoken and written word.
- Mathematical and logical: learning through reasoning and problem solving.
- Bodily and kinesthetic: learning through interaction with one's environment.
- Musical and rhythmic: learning through patterns, rhythms, and music.
- Intrapersonal: learning through feelings, values, and attitudes.
- Interpersonal: learning through interaction with others.
- Naturalist: learning through classification, categories, and hierarchies.
- Existential: learning by seeing the big picture. Why are we here? What is my role in the world? What is my place in my family, school, and community?

A PDF version for easy printing is linked at the end of the MI Inventory web page.

2: The Principles of Adult Learning Inventory (PALS), developed by Dr. Gary Conti.

The PALS tool is a 44 question survey designed to determine if an instructor uses a collaborative teaching or learning style. It measures a teacher's preference for use of seven factors, each of which is related to a previously established andragogical assumption.

1. Learner-centered activities.
2. Personalized instruction.
3. Relating to experience.
4. Assessing student needs.
5. Climate building.
6. Participation in the learning process.
7. Flexibility for personal development.

A digital version of the PALS survey can be found on Dr. Conti's website: [Self-Scoring Version of PALS](#).

3: The Student Principles of Adult Learning Scale (SPALS), developed by Dr. Conti and Dr. Jim Forkum

Like the PALS tool, the SPALS instrument uses a 44 question survey to enable students to measure their preference for learner-centered or teacher-centered practices in the same seven factors listed above.

You may also choose to use other assessments as long as they are scholarly and reputable; perhaps you have taken one in your organization, or know of one that you have particular interest in. If you are interested in using another assessment, but you are unsure of its reliability, please check with your instructor.

Note: Be sure to complete these assessments early in the week so you have sufficient time to make your initial discussion post in u04d1.

u04d1 - Your Learning and Teaching Styles

For this discussion, write a narrative describing what you have discovered about your learning or teaching styles after completing the applicable assessments. Indicate how your personal perceptions align with, or disagree with, the description provided in the assessments. Think about your experiences as a learner. Can you think of any instances where your education could have been more enjoyable or meaningful if your instructors and

teachers had paid more attention to your learning style? If you had known your learning style back then, how would that knowledge have improved your educational experience?

Finally, looking at your results, what are the implications for how your innate tendencies might affect the way you will present information, and interact with, your learners? Provide your personal perspective on teacher-centered versus learner-centered education. What does your experience tell you about these differences?

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Thursday evening to allow time for your peers to respond.

Note: this deadline gives you an additional 24 hours compared to other discussions because of the time required to complete the assessments in u04s2.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Identify learning styles of adult learners.
- Identify teaching styles appropriate for adult learners.
- Determine the proper application of the rules of grammar and mechanics.

Unit 5 >> Adult Learners Today: A Study in Generations

Introduction

In this unit, you will learn what it means to be an adult and how the different generations of learners in today's post-secondary classroom each bring a unique background, perspective, and set of learning preferences to their learning experience. Unlike just a few decades ago, today college classrooms across the nation are composed of a majority of adult learners.

One interesting phenomenon seen over the last several decades is the difference in the way each generation that has moved into adulthood has come to the learning experience. In this unit, you will examine some of these differences to see how each generation's way of learning, when all are brought together into the modern classroom, can affect the climate of learning. Classrooms of mixed age groups often become a challenge for instructors and learners alike.

Depending on the assessments you chose to complete in u04s2, you may already be familiar with the work of Drs. Sherry and Jim Forkum, the authors of two presentations in this unit. These presentations will discuss the generations of learners present in our learning environments today, including their differences and learning preferences. The Forkums offer tips for teaching each group and for dealing with situations you might face in your classrooms today.

Members in a classroom today might be drawn from the Silent generation (1925–1942), the Baby Boomer generation (1943–1960), Generation X (1961–1981), or the Millennial generation (1981–2001). In particular, the newest group of learners entering post-secondary education, the Millennials, provide unique challenges for today's educators. Understanding the needs of each of these groups of learners is important for us as we prepare ourselves to facilitate their learning and growth.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following:

- Chicioreanu, T. D., & Amza, C. G. (2018, April). *Adapting your teaching to accommodate the net generation /Z-generation of learners*. Paper presented at The 14th International Scientific Conference eLearning and Software for Education, Bucharest, Romania.
- Koeller, M. (2012). *From Baby Boomers to Generation Y Millennials: Ideas on how professors might structure classes for this media conscious generation*. *Journal of Higher Education Theory and Practice*, 12(1), 77–82.

Use the Internet to read the following:

- Mustapha, R., & Kashefian-Naeeni, S. (2017). Moving teaching and learning into the digital era. *International Journal of English Language and Translation Studies*, 5(3), 27–36. Retrieved from <http://www.eltsjournal.org/archive/value5%20issue3/5-5-3-17.pdf>

Multimedia

Complete the following Capella multimedia presentations:

- Generations.
- The Millennials.

u05s1 - Learning Components

- Identify learning styles of adult learners.
- Identify teaching styles appropriate for adult learners.
- Explore the importance of cultural diversity in adult learners.

u05s2 - Assignment Preparation

In the next unit you will submit a paper containing the content from Units 4–6 for a presentation on adult learning that you would ideally present to a group of colleagues or other interested parties.

Take time this week to conduct research and start a rough draft of the following:

- Discuss learning styles of adult learners, including your own.
- Discuss teaching styles appropriate for adult learners.
- Describe the learning characteristics of the variety of generations that are present in today's learning environments.
- Explain the various categories of diversity in today's classrooms. Discuss the importance of increasing cultural awareness, including within groups of learners.
- Add any additional information you have determined about how and where you could offer the presentation you will develop in the course.
- Construct a reference list containing the sources that you used in the paper and conforms to APA standards.

Keep your specific audience in mind as you construct these components. Be sure to include and cite relevant examples and supporting evidence from the assigned readings.

Please refer to the final project description and assignment Scoring Guide to ensure that you meet the grading criteria for this assignment.

u05d1 - Teaching to the Generations

For this discussion, provide a brief definition of each of the generational groups identified as a part of our learning environment today. Then provide your insight into the following questions:

- What impact might this mix of learners have upon you as an instructor?
- How does knowing that you have learners from different generations in your classroom help you?
- What challenges might this situation present?

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Identify learning styles of adult learners.
- Identify teaching styles appropriate for adult learners.
- Determine the proper application of the rules of grammar and mechanics.
- Explore the importance of cultural diversity in adult learners.

u05d2 - Teaching the Millennials

For this discussion, review the articles in the unit readings, the Forkum media presentations, and the information you discovered in your Internet search about the millennial generation of learners.

What are some of the unique characteristics that the millennials bring to the modern classroom? Share any personal experiences you have had with teaching this generation, or offer any stories you have heard from other educators. In addition, and most importantly, contribute to the discussion any tips or suggestions for assisting these learners with their personal development.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Teaching a Diversity of Learners

Introduction

In this unit, you will examine diversity in adult education. Diversity is a broad category that can include race, class, gender, ethnicity, sexual orientation, religion, disability, age (which we covered in the previous unit), and other significant differences in the ways people live and work in our global society. Each of these factors affect how learners interpret the world and their experiences.

A thorough understanding of cultural diversity is important for adult educators. Actions based on this understanding will help your learners to better identify with you and let them know they can trust you. Most importantly, you must show respect for each learner's culture and beliefs.

Diversity of beliefs can affect dialogue and participation within a classroom, as participants who were raised with different expectations regarding proper behavior in the learning environment interact with each other and with the instructor. Instructors must be mindful of the way an individual responds to learning. Learners might communicate differently and have different responses based on their cultural upbringing. For instance, according to Svinicki and McKeachie (2011), Native Americans and Asian Americans value non-confrontational interpersonal styles as a way to protect harmony in the interpersonal environment. They would likely consider it disrespectful to question, or to be confrontational with, an instructor, while Americans and Europeans might find this quite acceptable.

Instructors can show themselves to be culturally sensitive to their learners by:

- Ensuring that the information is clearly presented.
- Trying to engage students in an effort to overcome feelings of discomfort or embarrassment.
- Gaining an understanding of behaviors, exemplifying patience and developing astute ways of seeking information from learners.

For the discussion in this unit, you will have the opportunity to study a contemporary issue of diversity in adult education. You will be responsible for studying whatever resources you can find—including from this course—to learn about your selected issue and how it is impacting adult education classrooms today. You will also have an opportunity to comment on the general atmosphere you might find in your classrooms and to suggest some tips for bringing people together into a learning community.

References

Svinicki, M., & McKeachie, W. (2011). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. (13th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Wlodkowski, R. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. (3rd ed.). San Francisco, CA: John Wiley & Sons, Inc.

Learning Activities

u06s1 - Studies

Readings

The following readings from the Capella library highlight the latest discussions on how cultural diversity is affecting the field of adult education:

Racism

- Johnson-Bailey, J., Ray, N., & Lasker-Scott, T. (2014). Race, the black male, and heterogeneous racisms in education. *New Directions for Adult & Continuing Education*, 2014(144), 5–14.

Class

- Robinson, D., & Walker, M. (2013). 'Working-class' education: Notions of widening participation in the nineteenth and twenty-first centuries. *Journal of Adult and Continuing Education*, 19(2), 3–23.

Gender

- Bridwell, S. D. (2013). A constructive-developmental perspective on the transformative learning of adults marginalized by race, class, and gender. *Adult Education Quarterly*, 63(2), 127–146.

u06s1 - Learning Components

- Identify learning styles of adult learners.
- Identify theories pertaining to adult learning.
- Identify teaching styles appropriate for adult learners.
- identify how adults develop physically, mentally, emotionally, and psychologically.
- Explore the importance of cultural diversity in adult learners.

u06a1 - Adult Learning and Development – Part 2: Learning Styles, Generational Differences, Cultural Awareness

Introduction

In this assignment, you will continue to summarize what you have learned in the course, in this case, specifically from Units 4–6. You will reflect on the multimedia presentations, readings, unit discussions and your own research.

For this assignment, you will draft a paper containing the content from Units 4–6 for a presentation on adult learning that you will present to a group of colleagues or other interested parties.

By successfully completing this assessment, you will demonstrate your proficiency in the following course competencies:

- Apply foundational principles and theories, including andragogy, to the practice of adult education.
- Evaluate how adult development influences learning.
- Apply best practices to the adult teaching environment.
- Communicate effectively in visual, oral, and written form.

Instructions

Using a writing style and terminology appropriate for a professional paper that would be suitable for presentation at a conference or meeting, write the second of two papers containing relevant content. This paper should be 3–5 pages and written in a manner that is concise, specific, and focused.

Keep your specific audience in mind as you construct these components. Be sure to include and cite relevant examples and supporting evidence from the assigned readings.

For this paper, complete the following sections in the following order, using appropriate headings (see Submission Requirements below):

- Discuss learning styles of adult learners, including your own.
- Discuss teaching styles appropriate for adult learners.
- Describe the learning characteristics of the variety of generations that are present in today's learning environments.
- Explain the various categories of diversity in today's classrooms. Discuss the importance of increasing cultural awareness, including within groups of learners.
- Add any additional information you have determined about how and where you could offer the presentation you will develop in the course.
- Construct a reference list containing the sources that you used in the paper and conforms to APA standards.

Submission Requirements

Your paper should meet the following requirements:

- Written in scholarly voice and free of errors that detract from the overall message.
- Resources and citations should be formatted according to current APA style.
- Headings and subheadings should be in accordance with APA formatting.
- The paper should be 3–5 pages in length, written in 12-point, Times New Roman font and be double-spaced.

Please refer to the assignment Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

u06d1 - Diversity Issues

For this discussion, write a narrative about one of the following topics:

- Racism.
- Class.
- Gender.
- Ethnicity.
- Religious inclusion.

In your post, you will discuss what you have discovered about the current discussions taking place on your diversity issue, along with ideas and tips you have discovered about how we can help learners from different cultures better understand and interact with one another. To prepare for the post, review the articles from the readings, and other articles available in the Capella library and on the Internet.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Identify learning styles of adult learners.

- Identify teaching styles appropriate for adult learners.
- Determine the proper application of the rules of grammar and mechanics.
- Explore the importance of cultural diversity in adult learners.

Unit 7 >> Developing Programs for Adult Learners

Introduction

By now you have been introduced to many aspects of the field of adult education, including the nature of the field itself; what is known about how adults develop and continue to grow and learn throughout their lifespan; primary theories and principles that attempt to explain what makes adult learners so unique; adult learning styles; and best practices for teaching a variety of learners. You have examined the differences between learners of different generations and other aspects of diversity that are found in our training centers and classrooms today.

In this unit, you will pause to reflect on all you have learned and consider how you might design learning programs that reflect learning and teaching best practices, while acknowledging and meeting the needs of administrators, corporations, associations, and the learners you would serve.

The discipline of program development in adult education has been growing for decades. In this unit, you will have an opportunity to learn a bit about the history of program planning and to discover what the experts have determined works—and what does not work. To aid your understanding, we have drawn together several articles written by leaders in the field, or those who study what the leaders suggest. Articles are also written by adult educators who have established programs using some of the recommendations offered by the leaders in the field; these articles might give you a sense of how some of the steps are handled.

Your assignment in this unit will be to read the required articles, as well as articles you might find on your own in the Capella library or the Internet. Study the suggested steps of program design, and outline a learning program that you can imagine putting together in your own environment. This assignment provides you with an opportunity to reflect on all the great ideas you have considered during the course and put those ideas that seem most relevant to your work in the field into a program you might devise, whether for a specific group of learners you know, or learners you might envision working with in the future.

Learning Activities

u07s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Remtulla, K. A. (2012). *Congruency in higher learning: Developing sustainable adult education program policies for the digital age*. Encyclopedia of E-Leadership, Counseling, and Training, 680–697.
- Rapchak, M. E., Lewis, L. A., Motyka, J. K., & Balmert, M. (2015). *Information literacy and adult learners: Using authentic assessment to determine skill gaps*. *Adult Learning*, 26(4), 135–142.

Refer to the following Course File for additional context on the typical process followed to create an adult education program:

- [Adult Education Program Development Steps \[PDF\]](#).

Multimedia

View the following Capella media illustration:

- [Adult Learners and Effective Environments](#).

u07s1 - Learning Components

- Identify learning styles of adult learners.
- Identify theories pertaining to adult learning.
- Identify teaching styles appropriate for adult learners.
- Explore the importance of cultural diversity in adult learners.

u07s2 - Assignment Preparation

In the next unit you will draft a paper that could be submitted for inclusion in a conference or presented at a meeting of colleagues. The intent of the assignment is to allow you to share what you have learned about the education of adults. Your audience could be colleagues in your school or work setting or an organization to which you belong, for example, a service organization, community education, or a group at your place of worship.

This assignment is the first component of your two-part final project in the course.

Take time this week to conduct research and start a rough draft of the following:

- Introduction.
- Body of paper. Include content from the following categories:
 - Adult learning theories (include at least two).
 - Learning and teaching styles applicable to adult education.
 - Characteristics of the adult learner and the effects of aging upon learning.
 - Learning characteristics of the variety of generations present in today's learning environments.
 - Categories of diversity in today's classrooms.
 - Importance of cultural awareness.
 - Conclusion.
 - Add any additional information you have determined about how and where you could offer the presentation you will develop in the course.
 - Construct a reference list containing the sources that you used in the paper and conforms to APA standards.

Keep your specific audience in mind as you construct these components. Be sure to include and cite relevant examples and supporting evidence from the assigned readings.

Please refer to the final project description and assignment Scoring Guide to ensure that you meet the grading criteria for this assignment.

u07d1 - Impressions and Experience

For this discussion, share your impressions about the ideas expressed regarding the process for developing an adult learning program. In addition, share any experiences you have had planning such programs or participating in them as a learner.

Consider all you have learned thus far in this course regarding adult learning. Explain what you feel is important to do well in program development, and share what you believe are some barriers to success in program development.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Identify learning styles of adult learners.
- Identify theories pertaining to adult learning.
- Identify teaching styles appropriate for adult learners.
- Determine the proper application of the rules of grammar and mechanics.
- Explore the importance of cultural diversity in adult learners.

Unit 8 >> The Global Nature of Adult Education

Introduction

In the book "The Profession and Practice of Adult Education: An Introduction," the authors comment: "Rarely does our vision of adult education extend beyond our immediate environment, yet the world is fast becoming a global community with shared concerns and interests (Merriam & Brockett, 1997, p.161)." They go on to point out the growing interest in international adult education, with various factions working to agree upon a global vision for the movement. Adult educators might find themselves teaching the same techniques and principles to learners in different areas of the world, and it's possible that adult education conferences might become a forum for the discussion of important matters among countries.

It's a positive thing to think of the possibilities, people from many cultures coming together to ensure that their citizens will learn and grow. But Merriam and Brockett warn of political influence: "...government support for adult education nearly always promotes the national agenda and reinforces the status quo... It is a very political activity." And they provide an example: "For most African countries, adult education is highly centralized: a 'social control' mode has been the norm resulting in a state monopoly on adult education provision. The overriding objective of the state is to use adult education as a means to maintain and conserve the traditional ordering of society, however unjust and iniquitous these policies turn out to be (p. 168)."

In this unit, you will have an opportunity to reflect on the potentialities and realities of the global education mission as it relates to your own, and to consider the effects that learning can have on people all over the world.

References

Merriam, S. B. and Brockett, R. G. (1997). *The profession and practice of adult education: An introduction*. Hoboken, NJ: John Wiley & Sons, Inc.

Learning Activities

u08s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Alfred, M. V. (2015). Diaspora, migration, and globalization: Expanding the discourse of adult education. *New Directions for Adult & Continuing Education*, 2015(146), 87–97.
- Frambach, J. M., Driessen, E. W., Chan, L., & van der Vleuten, C. P. M. (2012). Rethinking the globalization of problem-based learning: How culture challenges self-directed learning. *Medical Education*, 46(8), 738–747.

Multimedia

Complete the following Capella multimedia presentation:

- The Globalization of Adult Education.

u08s1 - Learning Components

- Identify learning styles of adult learners.
- Identify theories pertaining to adult learning.
- Identify teaching styles appropriate for adult learners.
- Explore the importance of cultural diversity in adult learners.

u08d1 - Global Influences

For this discussion, share what impressed you as you studied the readings for this unit, and address the following question:

- How might knowing about international adult education and global trends affect your future as an adult educator? Consider, in particular, what our authors have to say about how governments often want to control what adults may learn or know.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Identify learning styles of adult learners.
- Identify theories pertaining to adult learning.
- Identify teaching styles appropriate for adult learners.
- Determine the proper application of the rules of grammar and mechanics.
- Explore the importance of cultural diversity in adult learners.

u08a1 - Meeting/Conference Paper on Adult Learning and Development

Introduction

In this assignment, you will compile the salient information in your Units 3 and 6 papers, along with any additional content you wish to include from Units 7 and 8, into a paper that you could submit for a conference or meeting. As in the previous assignments, you will summarize and highlight what you have learned in the course that will give your intended audience an overview and understanding of adult learning.

The intent of the assignment is to allow you to share what you have learned about the education of adults. Your audience could be colleagues in your school or work setting or an organization to which you belong; for example, a service organization, community education, or a group at your place of worship. This assignment is the first component of your two-part final project in the course.

Instructions

Using a writing style and terminology appropriate for a professional paper that would be suitable for presentation at a conference or meeting, assemble information from your previous two assignments along with any additional information you wish to include from Units 7 and 8. Use an outline to organize your information. This paper should be 6–8 pages and written in a manner that is concise, specific, and focused. Keep your specific audience in mind as you construct these components. Be sure to include and cite relevant examples and supporting evidence from the assigned readings.

For this paper, complete the following sections in the following order, using appropriate headings (see Submission Requirements below):

- Introduction.
- Body of paper. Include content from the following categories:
 - Adult learning theories (include at least two).
 - Learning and teaching styles applicable to adult education.
 - Characteristics of the adult learner and the effects of aging upon learning.
 - Learning characteristics of the variety of generations present in today's learning environments.
 - Categories of diversity in today's classrooms.
 - Importance of cultural awareness.
 - Conclusion.
 - Add any additional information you have determined about how and where you could offer the presentation you will develop in the course.
 - Construct a reference list containing the sources that you used in the paper and conforms to APA standards.

Submission Requirements

Your paper should meet the following requirements:

- Written in scholarly voice and free of errors that detract from the overall message.
- Resources and citations should be formatted according to current APA style.
- Headings and subheadings should be in accordance with APA formatting.
- The paper should be 6–8 pages in length, written in 12-point, Times New Roman font and be double-spaced.

Please refer to the assignment Scoring Guide to ensure that you meet the grading criteria for this assignment.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Unit 9 >> Non-Traditional and Non-Western Ways of Knowing

Introduction

In this unit, we expand the meaning of global diversity by learning about the diversity of cultural ways of knowing and learning as they are practiced around the world. One of the things that can make us diverse is the way in which we know and learn. This factor is often called ways of knowing. This topic is of growing interest to the field of adult learning. Sharan Merriam and her associates have also written on this topic, specifically looking at ways of knowing from a non-Western perspective and asking how people all over the world in various cultures know truth and learn about it (Merriam and Associates, 2007). Some of these ways of knowing include embodied (or somatic), spiritual, and narrative learning.

By embodied learning, our authors mean learning through the body. All of us recognize signs given to us by the body when something seems to be going wrong—sweaty palms, a fast-beating heart, sick feelings in the stomach. What is our body trying to tell us, and how can we use these signals in a positive way to learn about ourselves? Some cultures receive, accept, and interpret this wisdom of the body more than our Western society has.

Another type of learning is spiritual learning. As Carl Jung has shown us, "As adults move into midlife and beyond, there is an inward turning to contemplate the meaning of life and spiritual aspects of oneself... all participants, irrespective of gender and cohort, increased significance in spirituality between late middle (mid-50s to early 60s) and older adulthood" (Merriam, Caffarella, and Baumgartner, 2007, p. 199). Just as the popular culture tells us to look within to find the source of our wisdom, so are some within the adult education movement also offering insight into this perspective.

Another fascinating area for discovery is the study of the ways people know and learn around the world. The ways of knowing predate the Western approach to learning by thousands of years. Your textbooks reveal several non-Western perspectives from places in Africa, Asia, India, New Zealand, and even our own Native-American tribes, which can be found all over the Americas.

For this unit, Dr. Merriam has prepared a presentation about non-Western and non-traditional way of knowing. We have also included an interactive chart that briefly defines ways of knowing as they occur around the globe.

During this unit's reading and writing, contemplate how diversity of cultural influence can make a positive difference in your classroom.

References

- Merriam, S. and Associates. (2007). *Non-western perspectives on learning and knowing*. Malabar, FL: Krieger Publishing Company.
- Merriam, S., Caffarella, R., & Baumgartner, L. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco, CA: Jossey-Bass.

Learning Activities

u09s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2012). *Learning in adulthood: A comprehensive guide*. Hoboken, NJ: John Wiley & Sons.
 - Chapter 8, "Embodied, Spiritual and Narrative Learning," pp. 189–216.
 - Chapter 9, "Learning and Knowing: Non-Western Perspectives," pp. 217–240.

Multimedia

Complete the following Capella multimedia presentations:

- [Non-Western Ways of Knowing](#).
- [Cultural Ways of Knowing](#).

Optional Readings

- Collins, R. A., Yelich Biniiecki, S., Carpenter, C., and McClish, K. (2018). *Adult learners meaning making of an adult education master's degree program*. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2018/papers/23>
- Peterson, S. P., & Alston, G. D. (2015). *To engage or not engage? Looking at the barriers behind low retention rates of racial/ethnic online adult learners*. Adult Education Research Conference. Retrieved from <http://newprairiepress.org/aerc/2015/roundtables/15>

u09s1 - Learning Components

- Identify learning styles of adult learners.
- Identify teaching styles appropriate for adult learners.
- Explore the importance of cultural diversity in adult learners.

u09s2 - Assignment Preparation

In the next unit you will submit your completed final project by compiling and converting salient information from your Unit 8 paper into a PowerPoint presentation that you could present at a conference or meeting. As in the previous assignments, you will summarize and highlight what you have learned in the course that will give your intended audience an overview and understanding of adult learning and development.

This assignment is the second component of your two-part final project in the course.

Take time this week to conduct research and start a rough draft of the following:

- PowerPoint presentation: Effectively designed slides to present the components of adult learning and development as reflected in your conference paper you created in Unit 8. Refer to the Guidelines for Effective PowerPoint Presentations in the Resources for PowerPoint best practices.
- Written communication: Written communication is free of errors that detract from the overall message.
- APA formatting: Resources and citations are formatted according to current APA style and formatting.
- Length: 12–15 slides, each with talking points, and an additional slide containing references. A minimum of one handout, suitable for audience distribution during a live presentation.
- Font and font size: Appropriate for a PowerPoint presentation to the intended audience.

Keep your specific audience in mind as you construct these components. Be sure to include and cite relevant examples and supporting evidence from the assigned readings.

Please refer to the final project description and assignment Scoring Guide to ensure that you meet the grading criteria for this assignment.

u09d1 - Non-Traditional Ways of Knowing

For this discussion, share your reaction to learning about embodied, spiritual, narrative, and experiential learning. In addition consider the non-western ways of knowing reviewed in the readings for this unit. What personal experience can you offer to your learners—through your teaching—that will help you relate to their experiences regarding these non-traditional ways of learning?

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Identify learning styles of adult learners.
- Identify teaching styles appropriate for adult learners.
- Explore the importance of cultural diversity in adult learners.

u09d2 - Sharing Your Final Project (Optional)

Use this discussion thread to post a draft of your course project so that your peers may offer feedback. You can either submit a draft of your PowerPoint or an outline of what you intend to include in the presentation.

u09d2 - Learning Components

- Identify theories pertaining to adult learning.
- Determine the proper application of the rules of grammar and mechanics.
- Identify how adults develop physically, mentally, emotionally, and psychologically.

Unit 10 >> Course Assessment and Personal Learning

Introduction

In this course you have explored a variety of topics regarding the contemporary state of the adult education movement. You have had an opportunity to better understand your own philosophy and preferences as an adult learner and to consider how your newfound knowledge can help you reassess how you currently approach teaching. Ideally, you will have gained a broader perspective on working with people from various countries and cultures.

As indicated by the focus of our textbooks, a key issue today is the global nature of the field. Corollary to this is what we have learned about the different ways in which people around the world learn and what it means to know from the standpoint of different cultures and countries around the globe.

Hopefully, your final paper gave you the opportunity to reflect on what our practice in the United States means when viewed from the perspective of the rest of the world. Our freedom to learn that has been a hallmark of our democracy, and is now becoming the goal of people all over the world, which has led to a rapid expansion of the profession and practice of adult education as an international movement of learning and knowing. Additionally, your newfound knowledge will help you reassess how you currently approach the learning process and will give you a broader perspective on working with people from various countries and cultures.

It is now time to step back and take stock of what you have learned, discern what you need to better understand, and begin thinking about applying your knowledge as a practitioner of adult education. After several weeks of study, critical self-reflection, and energetic debate, it will be good for you and your peers to gain closure on how you see yourselves as facilitators of adult learning and to realize that you belong to a movement of thought, people, and change that is making a global difference in education.

In this unit, you will examine how your belief about adult education translates into practice. You will also address the real-world organizational and personal barriers that might hinder professional development and interfere with the effectiveness of your practice. Finally, you are asked to offer your thoughts on the strategies and proposals put forth by adult education professionals and to enter into the debate within the profession about the future of adult education around the world.

Learning Activities

u10s1 - Studies

Readings

Use the Capella University Library to complete the following:

- Coady, M. J. (2016). Continuing professional education: Enduring challenges, new developments, and future vistas. *New Directions for Adult & Continuing Education*, 2016(151), 91–96.
- Franzenburg, G. (2017). Learning from the past for the future: How to make adult education sustainable. *Discourse and Communication for Sustainable Education*, 8(2), 57–65.
- Henschke, J. A. (2011). Considerations regarding the future of andragogy. *Adult Learning*, 22(1), 34–37.
- Lawrence, R. L. (2017). Participatory visual methods: Revisioning the future of adult education. *New Directions for Adult & Continuing Education*, 2017(154), 93–98.

u10s1 - Learning Components

- Identify learning styles of adult learners.
- Identify teaching styles appropriate for adult learners.
- Explore the importance of cultural diversity in adult learners.

u10a1 - PowerPoint Presentation on Adult Learning and Development

Introduction

In this assignment, you will compile and convert salient information from your Unit 8 paper into a PowerPoint presentation that you could present at a conference or meeting. As in the previous assignments, you will summarize and highlight what you have learned in the course that will give your intended audience an overview and understanding of adult learning and development.

For this assignment, you will develop a presentation that could be presented at a conference or at a meeting of colleagues. The intent of the assignment is to allow you to share what you have learned about the education of adults. Your audience could be colleagues in your school or work setting or an organization to which you belong, for example, a service organization, community education, or a group at your place of worship. The presentation could also form the basis for a TED talk.

This assignment is the second component of your two-part final project in the course.

Instructions

Using a writing style and terminology appropriate for a PowerPoint presentation that would be suitable for presentation at a conference or meeting, assemble information from your Unit 8 conference paper assignment. Use an outline to organize your information. This presentation should consist of 12–15 slides and be written in a manner that is concise, specific, and focused. Include talking points for each slide. Keep your specific audience in mind as you construct these components. Be sure to include and cite relevant examples and supporting evidence from the assigned readings and the scholarly literature.

For this presentation, complete the following sections in the following order, using appropriate headings (see Submission Requirements below):

- Overview.
- Body of presentation. Include content from the following categories:
 - Adult learning theories (include at least two).
 - Learning and teaching styles applicable to adult education.
 - Characteristics of the adult learner and the effects of aging upon learning.
 - Learning characteristics of the variety of generations present in today's learning environments.
 - Categories of diversity in today's classrooms.
 - Importance of cultural awareness.
- Summary.
- Construct a reference list slide containing the sources that you used in the presentation and conforms to APA standards.

Submission Requirements

Your final assignment should meet the following requirements:

- PowerPoint presentation: Effectively designed slides to present the components of adult learning and development as reflected in your conference paper you created in Unit 8. Refer to the Guidelines for Effective PowerPoint Presentations in the Resources for PowerPoint best practices.
- Written communication: Written communication is free of errors that detract from the overall message.
- APA formatting: Resources and citations are formatted according to current APA style and formatting.
- Length: 12–15 slides, each with talking points, and an additional slide containing references. A minimum of one handout, suitable for audience distribution during a live presentation.
- Font and font size: Appropriate for a PowerPoint presentation to the intended audience.

Refer to the Program Evaluation Plan Scoring Guide to ensure that you meet the grading criteria for this assignment.

Portfolio Prompt: You may choose to save this learning activity to your ePortfolio.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

[Introduction to the Writing Center](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

u10d1 - Final Reflection

Take some time to consider all you have learned from this overview of the field of adult education. Note what has made a difference in your philosophy and practice of adult education. Discuss how you plan to implement what you have learned into your own practice.

Make your initial post of at least 400 words by 12 a.m. Central Standard Time on Wednesday evening to allow time for your peers to respond.

Response Guidelines

Prior to Sunday evening, read your peers' posts, and provide feedback to at least two of them. Your responses must be a minimum of 200 words in length, substantive in nature, and should reference the assigned readings or other professional literature as applicable to support your views.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Identify learning styles of adult learners.
- Identify teaching styles appropriate for adult learners.
- Determine the proper application of the rules of grammar and mechanics.
- Explore the importance of cultural diversity in adult learners.