

Syllabus

Course Overview

In this course, you will focus on effective ways to enhance adult learning in a variety of postsecondary settings. Topics include theories and characteristics of adult growth and development, changes experienced in adulthood and their implications for adult instruction and learning, and issues and trends in adult teaching and learning.

Those of you who are enrolled in the Master's Program in Higher Education (HE) with emphasis on adult education likely have experienced one or more courses that offer the history of the field of adult education; present the most prominent theories that form the basis for its philosophy; include information about the seminal authors and their important works; and explain the basics of what are known today as the adult learning principles, so you are well grounded in the foundations of this field and are therefore ready to move toward the practical application of theories and principles. What does this all mean for your growth? What does the theory of andragogy mean to those having a hard time understanding graduate-level statistics? And how do you help the young wife or mother whose home life is seriously affecting her ability to pass her nursing boards?

This course will focus on strategies you can use to make practical the great ideas promoted by experts in the field of adult education. Each of your course texts is packed with strategies that give life to all you have learned thus far. In fact, these texts were chosen with the hope that you will keep them with you throughout your teaching career as quick references when you need to answer a need not presented to you before.

Jump-Start the Adult Learner: How to Engage and Motivate Adults Using Brain-Compatible Strategies by Laurie Materna takes off from where previous theorists have led us in understanding the nature of the adult learner, and takes giant leaps further with its focus on current brain research. Materna takes the results of 10 years of studies of adults' brains using magnetic resonance imaging (MRI) technology to prove the principles of adult learning and further explains why adults think, feel, and behave as they do. In each section that explains how a particular aspect of the brain works in the adult learner, she offers tips for the teacher or facilitator of learning to enhance areas of learning covered by that part of the brain. After explaining the brain's role in establishing multiple intelligences and a learner's style of learning, she then expands to show how use of many techniques such as color, music, breathing, concept maps, and other environmental factors can work to stimulate learning.

Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults by Raymond J. Wlodkowski provides over 50 strategies you can offer to encourage adult learners to keep going when the very stress of the experience or the subject matter they are engaged in might be impeding their learning experience. The author, an expert in this area, will help you understand your own level of motivation for the work, and then how you can use a myriad of strategies to be a more motivational instructor. Topics covered include how motivation works in the life of an adult, how age and culture can affect motivation to learn, power of inclusion for learning, ways to affect the attitudes of learners toward the process of learning, how to use appropriate learning activities, and how to build confidence and competence into instructional program designs. This text has become one of the most popular among students of adult education at Capella.

As teachers and leaders, we recognize the dynamic, changing nature of our society and educational institutions. Increased linguistic and cultural diversity is making teaching more exciting than ever before (Wlodkowski, 2017, p. ix).

The course also includes a text on how to enhance learning in online environments. *Building Online Learning Communities: Effective Strategies for the Virtual Classroom* by Rena Palloff and Keith Pratt offers lots of tips for those of you moving into the technological world of online instruction.

This course focuses on the following:

- Looking at the brain to see how it assists or impedes learning.
- Understanding why adults have many types of intelligence and many styles of learning based not on theories but on actual brain research.
- Creating a climate for learning.
- Building trust in relationships with learners.
- Including new technology in learning programs.
- Using the Internet and social media to enhance learning experience.
- Changing the ways we present material.
- Teaching diverse groups of learners.
- Assessing how much your learners have assimilated.

In addition to your texts, this course offers several media presentations that offer modern and up-to-date strategies for enhancing learning.

Career Center

Use the [Capella Career Center](#) resources, including interactive tools, research aids, resume help, and more, to manage and plan your career development at every stage.

Reference

Wlodkowski, R. J. & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (4th ed.). San Francisco, CA: Jossey-Bass.

Course Competencies

(Read Only)

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

- 1 Apply current best practices in adult instruction methods.
- 2 Apply strategies for establishing relationships with adult learners.
- 3 Apply contemporary instructional techniques to enhance adult learning.
- 4 Apply strategies for teaching diverse groups.

Course Prerequisites

Prerequisite: ED5012.

Syllabus >> Course Materials

Required

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

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Course Pack

These required readings are in a digital coursepack on the VitalSource platform, available for purchase from the bookstore. After purchase of the coursepack, your bookstore order confirmation e-mail will provide instructions for accessing the coursepack through VitalSource. Please follow the directions provided by the bookstore to either download or access the readings online.

Seaman, D. F., & Fellenz, R. A. (1989). Using interaction strategies. In *Effective strategies for teaching adults* (pp. 126–143). Upper Saddle River, NJ: Pearson.

Book

Svinicki, M. D., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth. ISBN: 9781133936794.

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.

- Forrest, S. P., III., & Peterson, T. O. (2006). *It's Called Andragogy*. *Academy of Management Learning and Education*, 5(1) 113–122.
- Hyman, P. (2012). *Tech-rich learning environments*. *Communications of the ACM*, 55(1), 18.
- Materna, L. (2007). *Jump-start the adult learner: How to engage and motivate adults using brain-compatible strategies*. Thousand Oaks, CA: SAGE Publications.
- Palloff, R. M., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom (2nd ed.)*. Hoboken, NJ: John Wiley & Sons.
- Tyler, K. (2006). *Managing an online classroom*. *HR Magazine*, 51(5), 75.
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults (4th ed.)*. San Francisco, CA: Jossey-Bass.

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.

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.

- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)* <https://www.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>

Unit 1 >> Human Brain at the Center of Learning

Introduction

You will begin this learning program with a study of the human brain, as well as what helps to define us as learners. You will start with your primary text, *Jump-Start the Adult Learner: How to Engage and Motivate Adults Using Brain Compatible Strategies* by Laurie Materna, which presents state-of-

the-art brain research. She is a veteran of the theories and concepts in the field of adult education. Thus, she is able to look at science from the specific perspective of the adult education movement.

You will begin the study by looking at each part of the brain. Materna walks us through each part as we learn how that part learns. Each has a different job to do, so the way each part learns is different. This helps explain why we use different parts of our brains to learn (this topic will be covered in an upcoming unit).

You will also begin your journey with Raymond Wlodkowski through his book *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults*. This study of motivation involves understanding how adults feel as well as how they think. This is a useful complement to your work on the brain. To get started with this material, you will read about what typically motivates adults to learn, and how personality factors such as age and culture affect our motivation and ability to learn what we want to learn.

Taking this all into consideration, you will have an opportunity to examine your own learning momentums, too.

Learning Activities

u01s1 - Reading Syllabus

Read the course syllabus, including course overview, course materials, grading, and outline sections. The outline section provides the learning objectives for each unit in the course.

If you have not done so already, read the introduction to this unit. Please note that the unit introductions in your courses are not optional readings. They may contain necessary information that is not presented elsewhere. Be sure to read the introductions before beginning each unit. The introduction to this unit is especially important.

u01s2 - Studies

Readings

Jump-Start the Adult Learner: How to Engage and Motivate Adults Using Brain-Compatible Strategies by Laurie Materna proves the principles of adult learning with detailed knowledge of the human brain. Our brains live to learn. This text shows us how it is done and allows us to see, then, why we need to treat adult learners as individuals and honor the ways they learn.

Use your *Jump-Start the Adult Learner* text to complete the following:

- Read "Preface: The Evolution of Brain-Compatible Learning," pages xi–xiv.
- Read "About the Author," page xvii.
- From Part 1, "Brain 101:"
 - Read Chapter 1, "How the Brain Learns," pages 1–26.
 - Read Chapter 2, "Promotion of Learning," pages 27–43.

Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults by Raymond Wlodkowski has been a favorite of Capella learners. It provides a sensitive look at the realities of what adults go through in pursuing lifelong learning, and provides over 52 strategies for encouraging leaders—and one's self—through the natural path of growth and change that is adult learning.

Use your *Enhancing Adult Motivation to Learn* text to complete the following:

- Read "Preface," pages ix–xv.
- Read "The Author," page xvii.
- Read Chapter 1, "Understanding Motivation for Adult Learners," pages 1–24.
- Read Chapter 2, "Understanding How Aging and Culture Affect Motivation to Learn," pages 29–42.

u01s3 - Course Assignments

This course has three assignments that will provide you an opportunity to apply your knowledge of the course content. What you write in your assignments is a snapshot of what you know and what you have learned. Assignments should provide evidence of the readings, a clear goal, and systematic thought and argument; have clarity of expression; have sensible planning and organization; be carefully presented; observe conventions of academic discourse, including bibliographic information; and observe length requirements. The assignments for this course are:

- Unit 6: Teaching Diverse Groups.
- Unit 8: Teaching with Technology.
- Unit 10: Creating a Workshop or Course.

Take time to review the assignment descriptions and scoring guides in advance so you can plan your time accordingly. Contact your instructor with any questions you have about the course assignments.

u01s4 - 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 \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Understanding How the Brain Works to Help Us Learn

After completing the assigned readings, synthesize what you know about the brain and how it learns. Include descriptions of each part of the brain as well as what you now perceive about how the brain learns. Compare the two texts and share the fullness of what you now understand after receiving both perspectives. Refer to specific scientific material in each text. Consider how knowing so much about the way the brain works now informs your understanding about how adults learn.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u01d2 - Examining Your Own Brain's Learning Patterns

Based on what you have learned from your assigned readings, reflect on your own brain. Share your personal awareness regarding how your brain works to help (or hinder) your own learning. Which parts of your brain are the strongest and which seem the weakest? Refer to the assigned readings to justify your perspective. Finally, consider how the functioning of your brain might have affected your ability to learn throughout your life. What ideas do you now have regarding how you might enhance your brain for your own learning?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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 2 >> Many Ways of Learning, Many Types of Intelligence

Introduction

Over 40 years of research on the human brain has led to a new and remarkable understanding of how we learn. The brain is the *director* of everything that happens inside us. Even if it is not the originator of a certain action, the intent to accomplish everything we try to accomplish and every movement we make goes through our brains.

We learn on all levels: in our bodies and minds, and through our emotions. But how does it work to motivate us, or to make us envision what we want to be doing years from now to the extent that we will sacrifice much to make that happen? How do our skills come together to transform us as time goes by?

In this unit, you will also learn about "the resourceful learning state" from your *Jump-Start the Adult Learner* text. Materna shows us that the theory of learning styles of adult learners is absolutely true. We each have a way we love to experience life and to learn. Each brain has a particular way in which it learns best.

In addition, from the media presentation Multiple Intelligences, you will learn more about Howard Gardner's theory of multiple intelligences that states that all our learning processes are valid and each should be respected as a unique characteristic of our understanding.

In your readings from *Enhancing Adult Motivation to Learn* text, you will once again examine how adults are motivated to learn. In this process, you will learn many strategies you can use to encourage your own learners to pursue what they dream of learning.

Learning Activities

u02s1 - Studies

Readings

Use your *Jump-Start the Adult Learner* text to complete the following:

- From Part 2, "The Resourceful Learning State," read Chapter 3, "Learning Styles and Multiple Intelligences," pages 45–70.

Use your *Enhancing Adult Motivation to Learn* text to read Chapter 4, "What Motivates Adults to Learn," pages 81–102.

Multimedia

View the [Multiple Intelligences](#) media piece to explore the various types of intelligence identified by Howard Gardner.

u02d1 - Ways of Learning and Types of Intelligence

Dr. Materna provides unique perspectives on two major learning theories: that learners have different preferred learning styles, and that there are many types of intelligence based on the development of the brain. Adult education theory and practice suggest that teachers of adults should take these concepts into account when designing and teaching learning programs for adults.

Based on the material presented in the assigned readings, provide your analysis of Materna's ideas. Does her brain-based perspective add to or change your view of the value of teaching to learning styles and multiple intelligences?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

Jump-start the Adult Learner

u02d2 - What Is Motivating Adult Learners?

What have you learned to date about what motivates adults to learn? Base your discussion on any of your texts as well as outside research. In the typical learning program in your field, what do you feel might be obstacles to the motivation of students?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u02d3 - The Resourceful State of the Brain

After reading about the resourceful state of the brain, comment on the various strategies proposed in Chapter 3 of your *Jump-Start the Adult Learner* text for enhancing learning. Do you have experience with any of these methods? Please share your results. Which ones are you drawn to try in your own learning programs?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

[Jump-start the Adult Learner](#)

Unit 3 >> Preparing to Enhance Learning

Introduction

After having focused on learning how we learn and how our brains have the capacity for many types of intelligence and can enable many ways of learning, you are ready to begin the process of preparing to teach. In this unit, you will be looking at how you can enhance your teaching abilities to become a motivated instructor. Other preparations covered in this unit include reviews of your personal teaching philosophy as well as the basic principles of adult learning and some of the theories that are built on these ideas.

Your coursepack has excerpts from the book *Effective Strategies for Teaching Adults* by Don Seaman and Robert Fellenz. In an earlier chapter of their book, the authors offer important ideas about how to keep all elements of the learning experience—learners, teachers, administrators, and subject matter—in balance.

"One cannot discuss learning without considering the people involved and how personal characteristics, that is needs, background experiences, competencies, goals, learning styles and attitudes affect their learning" (Seaman & Fellenz, 1989). Everyone involved in a learning program has needs that must be met. Seaman and Fellenz believe that a good learning program—a successful program—will meet the needs of all involved.

The unit readings will help you identify many things that you need to think about as you prepare to launch a learning program. In addition, media pieces will provide the theory of andragogy and meaning of the principles of learning for the practical application of theories and principles.

Reference

Seaman, D. F., & Fellenz, R. A. (1989). *Effective strategies for teaching adults*. Upper Saddle River, NJ: Pearson.

Course Resources

Course Pack: ED5344

Learning Activities

u03s1 - Studies

Readings

Review of Theories and Principles of Adult Education

From your previous courses in this program, most of you are familiar with the foundations of the adult education movement in the United States. The following article is provided as a review for you. If you are not familiar with these theories, this understanding will be imperative for you. Today's principles of adult learning take a very different view of the adult learner compared to the traditional approach that was accepted for hundreds of years. Based on these principles, our methods of teaching offer a cutting-edge approach for enhancing learning. The following article provides basic foundational principles that are widely accepted and followed by professionals in the field of adult education.

Use the Capella University Library to read Forrest and Peterson's 2006 article, "[It's Called Andragogy](#)," from *Academy of Management Learning and Education*, volume 5, issue 1, pages 113–122.

Additionally, you are encouraged to further search the Capella library and the Internet to complete your study.

Use your [Enhancing Adult Motivation to Learn](#) text to read Chapter 3, "Characteristics and Skills of a Motivating Instructor," pages 47–75.

McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers text by Marilla Svinicki and Wilbert J. McKeachie has been used for years by those who teach in higher education institutions. Although not all of you will be teaching in formal institutions, the principles included here can be adapted to most educational settings.

Use your *McKeachie's Teaching Tips* text to complete the following:

- Read "Preface," pages xvii–xviii.
- Read "New to this Edition," page xix.
- Read "About the Authors," page xxii.
- Read Chapter 1, "Introduction," pages 3–5.
- From Part 7, "Lifelong Learning as a Teacher," read Chapter 23, "Vitality and Growth Throughout Your Teaching Career," pages 331–333.

Multimedia

View the [Principles of Andragogy](#) presentation.

View the [How We Practice our Principles](#) media piece.

u03d1 - Adult Learning Principles

Share what you know about the adult learning principles you have learned in other courses or, if you are new to this subject, share what you have learned from the assigned readings and Internet search. Focus not on theories but on *active strategies for learning*: how you envision using the basic principles such as respect for prior learning, the need to make learning activities relevant to the real-world work of an adult, and so on. Consider this a review of the personal learning philosophy you would undertake as you determine how you plan to make your course exciting and relevant for your students.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u03d2 - Balancing Needs

In the introduction to this unit, you learn Seaman and Fellenz's perspective on the importance of balancing the needs of the administration, the students, the faculty, and the subject. After a brief review of the rationale given, share how easy or difficult might that be in your learning institution. If you are not teaching, base your discussion on your knowledge of the institution where you wish to work, or what you know of a similar institution in your area.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u03d3 - Characteristics and Skills for Instructors

In your *Enhancing Adult Motivation to Learn* text, several characteristics are shared that you, as an instructor, may wish to emulate in your teaching career. Share the characteristics that are most meaningful to you and would be considered most important to your learners. Which do you feel you already have, and which do you sense you will need more preparation to assimilate?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

[Enhancing Adult Motivation to Learn](#)

Unit 4 >> Instructor-Student Interactions

Introduction

Now that you understand how we learn and the importance of our brains, our feelings, and even our bodies for our learning, you are ready to focus on the interactive nature of learning. You will learn much about the early preparation of your learning programs as you anticipate the needs of your participants. Everything you do in preparing your courses should be for them.

McKeachie's Teaching Tips, your focus for the next few units, provides a very practical look at how you can prepare the best experience for your learners. As you read his ideas, you may want to draw as well from Internet research and your experiences as a learner and teacher.

Experts say that your encounter with your learners begins when you first begin to understand what makes each of them tick. As soon as you know where you will be teaching, you can strive to learn the characteristics of your learners. You can then visualize them as you prepare to teach. The assigned readings should stimulate some creative thoughts as you form your relationship with your learners even before you finally meet them.

Course Resources

Svinicki, M. D., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth. ISBN:9781133936794.

Learning Activities

u04s1 - Studies

Readings

Use your *McKeachie's Teaching Tips* text to complete the following:

- Read Chapter 2, "Countdown for Course Preparation," pages 6–18.
- Read Chapter 3, "Meeting a Class for the First Time," pages 19–25.
- Read Chapter 11, "Motivation in the College Classroom," pages 139–149.

u04d1 - Establishing a Learning Program

Based on what you have learned so far in this course plus any experience you have had with course preparation, write about how you would handle preparing to teach a learning program. Include ideas about how you might establish the learning program, interact with the administration and other faculty or trainers in your institution, and discover and meet the needs of your learners. Consider how you will establish your learning climate, greet your learners, and discover how they learn best.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be substantive in nature and should reference the assigned readings or other professional literature, as applicable, to support your views.

Course Resources

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u04d2 - Preparing for Your Own Workshop

In Unit 10, you will be submitting an assignment that details a learning program or workshop you would like to offer to your learners. At this point, share what you have learned that will assist you with your planning process. What have you learned that you can already determine to use in your plan?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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 5 >> Strategies for Presenting and Active and Interactive Learning

Introduction

There are so many ways that adult students learn! How will you present your information to them in a way that will hold their attention and provide the incentive for them to continue learning after they have left your tutelage?

This unit opens you up to consider a wide variety of ways to present information. The tradition in the West is to present ideas through lectures. In recent decades, this method has come into question because learners are not receiving information actively but are passive receivers. Coincidentally, many new ideas have emerged through the adult education movement that better meet the needs of adult learners with various learning styles.

The assigned readings from your *Jump-Start the Adult Learner* text offer tips you can share to help learners prepare to learn while those from *McKeachie's Teaching Tips* open you up to some of these presentation methods. And readings from your *Enhancing Adult Motivation to Learn* text suggest ways in which you can help learners develop positive attitudes toward their learning.

Effective Strategies for Teaching Adults by Don Seaman and Robert Fellenz offers many different levels of learning activities that bring learners into action. No longer a passive process, learning becomes exciting as learners engage. In this book, the authors describe ways to make lectures more active for participants. They also indicate exercises called *action strategies* that help learners experience their various learning styles using body, mind, hearing, and composition abilities.

For this course, we obtained permission to share most of Seaman and Fellenz's chapter "Using Interaction Strategies." Participation practice can include numerous activities that allow students to share their learning with others. Such democratic strategies can remind them that they are always learning, whether they are working, sharing stories with other adults, or looking up new facts or processes on the Internet.

Learning Activities

u05s1 - Studies

Readings

Use your *Jump-Start the Adult Learner* text to read Chapter 4, "Preparing the Brain to Learn," pages 71–88.

Use your *McKeachie's Teaching Tips* text to complete the following:

- Read Chapter 4, "Reading as Active Learning," pages 29–37.
- Read Chapter 5, "Facilitating Discussion," pages 38–42 and 52–56.
- Read Chapter 6, "How to Make Lectures More Effective," pages 58–67.

Use your *Enhancing Adult Motivation to Learn* text to read Chapter 7, "Helping Adults Develop Positive Attitudes Toward Learning," pages 183–223.

As a special bonus, for the study of a variety of presentation strategies, we are drawing on a text written by two veterans of the adult education movement, Don Seaman and Robert Fellenz. In their text *Effective Strategies for Teaching Adults*, they offer many useful strategies for getting learners actively involved with the content they are learning. In addition, you have been provided a compilation of strategies that get learners to interact with each other while learning the material.

Use your *Effective Strategies for Teaching Adults* coursepack to read Chapter 5, "Using Interaction Strategies," pages 126–143.

u05s2 - Course Assignments

In Unit 6, you will complete the first of your three assignments. The assignments provide an opportunity for you to apply your knowledge of the course content. The course assignments are:

- Unit 6: Teaching Diverse Groups.
- Unit 8: Teaching with Technology.
- Unit 10: Creating a Workshop or Course.

Take time to review the assignments so you can plan your time accordingly.

u05d1 - Alternatives to Lecturing

Offer your perspective on the pros and cons of lecturing as a teaching strategy. What modern methods might replace or enhance the lecture as a primary mode of presentation?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u05d2 - Active and Interactive Learning Strategies

Based on what you have learned about how the brain works, explain how you would use active and interactive learning strategies in your learning programs.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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 >> More Teaching Strategies

Introduction

In this unit, you will focus on building learner communities via learner interactions and collaboration through assigned readings from your *McKeachie's Teaching Tips* and *Enhancing Adult Motivation to Learn* texts. Also, media presentations in this unit will provide you the opportunity to study with experts on teaching classes with a mixture of ages and cultures.

Palloff and Pratt (2005) help you define what you mean by *collaboration*:

Collaboration. This is a word that sends chills up the spines of some instructors. For them, collaboration brings visions of students who resist working in groups, the struggle to create equitable teams of students, uneven participation, and the difficulty of evaluation and grading the products produced by a group. For others, however, collaboration means sending students off to work together in creative ways, moving out of the box of traditional papers and projects, and empowering students to deepen the learning experience through their work with one another (p. xi).

In the online environment, collaboration can be seen as the cornerstone of the educational experience. Just about everything that students engage in online, from participation on a discussion board to working in small groups, can be viewed as collaborative ... Collaboration forms the foundation of a learning community online—it brings students together to support the learning of each member of the group while promoting creativity and critical thinking (p. xi).

Throughout your career, you will grow your understanding of how to help students accelerate their learning by learning and discussing with others to further define their own convictions. Hopefully, you have kept your ideas for group work in your journal for just this type of opportunity.

In this unit, you will submit the Teaching Diverse Groups assignment.

Reference

Palloff, R. M., & Pratt, K. P. (2005). *Collaborating online: Learning together in community*. San Francisco, CA: Jossey-Bass.

Learning Activities

u06s1 - Studies

Readings

Use your *Enhancing Adult Motivation to Learn* text to complete the following:

- Read Appendix, "Applying the Motivational Framework for Culturally Responsive Teaching," pages 98–102.
- Review Figure 4.1, The Motivational Framework for Culturally Responsive Teaching, page 98.
- Read Chapter 6, "Establishing Inclusion Among Adult Learners," pages 147–178.
- Read Chapter 8, "Enhancing Meaning in Learning Activities," pages 227–298.

Use your *McKeachie's Teaching Tips* text to complete the following:

- Read Chapter 12, "Teaching Culturally Diverse Students," pages 150–165.
- Read Chapter 14, "Active Learning: Group-Based Learning," pages 191–201.
- Read Chapter 15, "Experiential Learning, Case-Based, Problem-Based and Reality-Based," pages 203–211.
- Read Chapter 20, "Teaching Students How to Become More Strategic and Self-Regulated Learners," pages 291–299.

Multimedia

View the [Working Collaboratively](#) media piece.

Open [The Millennials](#) media piece to explore the characteristics of the millennial generational group of learners.

View the [Generational Groups in the Classroom](#) media piece.

u06a1 - Teaching Diverse Groups

This assignment will provide you an opportunity to consider how you might teach effectively in an environment of diverse learners.

Consider a higher education institution where you work or where you intend to work in the future, and identify the typical characteristics of learners in that institution. Using that information, write a 7–11 page paper in which you share what strategies you would use to teach this group. Include:

- How might you teach in a variety of learning styles your learners might prefer?
- How would you teach this group if there were different ages represented, considering what you have learned about the preferences of the different age groups now pursuing education?
- How might you address or adapt your learning program to meet the needs of students of different faiths, cultures, races, or genders?
- What about participants with physical disabilities, learning disabilities, or mental disabilities?
- Will you need to assist those with low technology skills?
- What strategies might you develop for building student-to-student and student-to-faculty relationships, and for dealing with conflicts?

 **Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

Course Resources

[Introduction to the Writing Center](#)

[ePortfolio](#)

u06d1 - Meeting the Diversity Challenge

What have you learned thus far in your educational career at Capella about collaborative learning? For this discussion, share what you will likely write in your assignment about how you would teach a diverse group. Include strategies you think would be most effective for this group, considering its diverse nature. Consider how collaboration would work in a physical versus a virtual setting. Also, give examples of diverse learning situations you have experienced. Share issues, problems, and solutions you have encountered.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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 7 >> Using Technology for Teaching

Introduction

Starting with this unit, you will be focusing on use of technology in your teaching programs, including several types of technology you can use in a land-based setting: the traditional classroom, boardroom, or training center. In Unit 8, you will look specifically at how you might integrate Internet technology into your land-based or online teaching programs.

This unit also features media pieces focusing on the use of technology in education. Dr. Sherry Forkum's discussion of how she uses a Moodle courseroom as an adjunct to her college classroom should hold your interest. You might choose a learning management system (LMS) like Moodle or some other aspect of online learning such as Facebook, blogs, or Twitter. Other presentations will provide you with ideas for additional uses of technology in your classroom.

You will be joined by Dr. Vern Czelusniak, Capella core faculty in Instructional Design for Online Learning (IDOL) in the School of Education (SOE). Dr. Czelusniak teaches the media courses for SOE and is an expert in how to use technology to enhance education for adults.

As the readings from your *Jump-Start the Adult Learner* text introduce you to many levels of what Materna calls "concept mapping," in this unit Dr. Czelusniak shares his excitement about the use of mind mapping for learning. In addition, he imparts his knowledge of how to use various modern technologies in *Types of Technology for Learning*, which he helped to produce.

Learning Activities

u07s1 - Studies



Technology
in the
Classroom

 [Launch Presentation](#) |  [Transcript](#)

 [Launch Presentation](#) |  [Transcript](#)

Readings

Use your *Jump-Start the Adult Learner* text to complete the following:

- From Part 3, "Active Learning Strategies," read Chapter 5, "Key Metacognition Strategies," pages 91–131.

Use your *McKeachie's Teaching Tips* text to read Chapter 17, "Technology and Teaching," pages 232–263.

Use the Capella library to read Hyman's 2012 article, "[Tech-Rich Learning Environments](#)," from *Communications of the ACM*, volume 55, issue 1, page 18.

Additionally, you are encouraged to further search the Capella library and the Internet to complete your study.

Multimedia

View the [Mind Mapping](#) media piece.

View the [Types of Technology for Learning](#) presentation.

Course Resources

Mind Mapping

Types of Technology for Learning

Technology in the Classroom

u07s2 - Course Assignments

In Unit 8, you will complete the second of your three course assignments. The assignments provide you an opportunity to apply your knowledge of the course content. The course assignments are:

- Unit 6: Teaching Diverse Groups.
- Unit 8: Teaching with Technology.
- Unit 10: Creating a Workshop or Course.

Take time to review the assignments so you can plan your time accordingly.

u07d1 - Mind Mapping

After watching the [Mind Mapping](#) media presentation, discuss your reactions to the presentation. Have you ever used mind mapping? Would you use mind mapping with your students?

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u07d2 - Technologies for Learning

Choose three technologies about which you know the least from the [Types of Technology for Learning](#) media piece. Search the Internet and other resources for more information about how to use them and share that with your peers.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u07d3 - Applying Technology to the Classroom

Recall the list of technologies in the [Types of Technology for Learning](#) media presentation. Consider your specific field and the learning programs you might develop for your learners. Explain how you might use technologies appropriate to your field and any others you have found to enhance the learning experience for those you teach.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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 8 >> Using Internet for Teaching

Introduction

In this unit, you will continue your focus on technology in the classroom by examining several ways that you can bring the Internet into your learning programs. You will look at the hybrid approach, where online components are combined with the land-based classroom. This is gaining popularity in colleges all over the country but can also be used for training programs in small businesses, nonprofits, and so on.

Palloff and Pratt's *Building Online Learning Communities* text is intended to provide you with a solid foundation for any work you might do in the online environment in your future. In this unit, you are required to read just a few chapters from this text. If you will be working primarily in an online environment, you may wish to read more from these authors.

Dr. Czelusniak again assisted in creating some of the presentations for this unit. You will hear his voice on the Social Media for Learning presentation as he explains each component of social media and shares ideas about how instructors are using them inside or outside their classrooms to help learners collaborate.

Learning Activities

u08s1 - Studies

Readings

Rena Palloff and Keith Pratt, authors of your *Building Online Learning Communities: Effective Strategies for the Virtual Classroom* text, are part of the Capella faculty. Palloff and Pratt, principals of Crossroads Consulting Group, are prolific teachers of course design, teaching, and learning on the Internet. They have also published books for Jossey-Bass. *Building Online Learning Communities* text focuses on ways facilitators can take advantage of the collaborative aspect of communities formed in online learning programs for enhancing student learning.

Use your *Building Online Learning Communities* text to complete the following:

- Read Chapter 7, "Building Foundations," pages 129–156.
- Read Chapter 8, "Promoting Collaborative Learning," pages 157–184.
- Read Chapter 9, "Transformative Learning," pages 185–204.

Use the Capella library to read Tyler's 2006 article, "[Managing an Online Classroom](#)," from *HR Magazine*, volume 51, issue 5, page 75.

Additionally, you are encouraged to further search the Capella library and the Internet to complete your study.

Optional Readings

If you know you are going to be teaching online, explore the other chapters of your *Building Online Learning Communities* text.

Multimedia

View the [Social Media for Learning](#) media piece to explore the use of social media in higher education.

View the [Internet and Media for Learning](#) list.

View the [Resource Toolkit](#) for resources for online course design.

u08a1 - Teaching With Technology

There is no doubt about it—technology is here to stay and it permeates every aspect of our lives, including how we teach and learn.

For this assignment, conduct some research on the most recent technology tools being used in higher education; that is, online courses, interactive charts or graphs, video lectures, online quizzes, digital libraries, blogs, wikis, and social media.

Write a paper in which you will define the technology, explain its key features, and explore ways in which this technology can be used for learning and designing learning programs. Include some background on how social media was intended to be used and how it is actually being used in the world of education. Discuss the strategies that encourage use of technology in your course; for instance, for collaboration among learners and for hands-on learning. Then, propose how you would like to use technology in your classrooms. Include how you might handle blended learning solutions such as using the classroom, the Internet, and social media.

 **Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

Course Resources

[Introduction to the Writing Center](#)

[ePortfolio](#)

[Social Media for Learning](#) | Transcript

u08d1 - Enhancing Learning with the Internet

This unit presents several ways in which learning can be enhanced by using the Internet. In addition to learning about the different media available today, you have received some helpful tips for designing online learning programs from the assigned readings from your [Building Online Learning Communities](#) text and from the [Resource Toolkit](#) media. In this discussion, share with your fellow learners what you found particularly helpful and how you imagine using these tips to design the Internet portion of your learning program.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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

u08d2 - Social Media for Teaching

Take some time to share your reaction to the [Social Media for Learning](#) media presentation with your fellow learners. Include some of what you plan to write in this unit's assignment. Be sure to include references to any ideas you have picked up from your text, media presentations, and your outside research. Also, share examples from your personal experience with social media for learning.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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 9 >> Integrating Strategies and Assessing Learning

Introduction

In this unit, you will focus on assessment of learning. Your *McKeachie Teaching Tips* text will help as you consider how to determine how well your students have learned what you have shared with them. Remember that there are many ways to do this. You are all familiar with formal tests and exams; these are often used in undergraduate studies and not so much in graduate schools. There are unexpected quizzes and self-study quizzes that can be used by the learners alone to test how well they have assimilated their studies. There are formal papers that are turned in and informal journals that learners keep for themselves. All these, as well as demonstrations and group work where learners share with one another, are valid forms of learning and assessment.

So how will you decide which method to use with your learners? It often depends on your institution, the style of learning program you have presented, and the nature of your learners.

This unit also looks at ways to evaluate your own performance and those of others who have been assisting your learners. These may be referred to as *evaluations*. One good idea to get your students to evaluate how well you have been getting across to them is to use the *Critical Incident Questionnaire* (CIQ). The media presentation in this unit was designed in cooperation with Stephen Brookfield, author of the CIQ. He explains why it works well to simply ask your learners once a week or less often to write down on a piece of paper their thoughts about what they have learned recently and how well they have understood it. The instructor who uses this often receives valuable feedback, and the added benefit of a better relationship with learners.

Course Resources

Svinicki, M. D., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth. ISBN:9781133936794.

[Critical Incident Questionnaire](#) | Transcript

Learning Activities

u09s1 - Studies

Readings

Use your *Enhancing Adult Motivation to Learn* text to read Chapter 5, "Encouraging Motivation in Online Formats," pages 107–146.

Use your *McKeachie's Teaching Tips* text to complete the following:

- Read Chapter 7, "Assessing, Testing, Evaluating: Grading Is Not the Most Important Function," pages 183–223.
- Read Chapter 8, "Testing: The Details," pages 231–300.
- Read Chapter 9, "Good Designs for Written Feedback for Students," pages 303–355.
- Read Chapter 10, "Assigning Grades: What Do They Mean," pages 359–405.

Multimedia

View the [Critical Incident Questionnaire](#) media piece.

u09d1 - Assessments

Based on the assigned readings, outside research, or your experience, share what you plan to include in your final assignment on how you will assess what your learners have learned. There are many forms of assessments, so carefully consider which will work best for students in your field.

Response Guidelines

Read the posts of your peers and respond to at least two. Your responses are expected to be 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 10 >> Applying Strategies

Introduction

In this unit, you will submit your final assignment: a workshop based on what you have learned about adult learners, best practices in adult education, and effective teaching strategies for presenting information, using technology, and helping learners by teaching to their learning styles.

In this unit, also share your assessment of this course and offer any recommendations for how the course might be improved.

You will also turn in your theoretical framework—which is your explanation of the theoretical basis for the choices you made in designing your course—as an appendix to the paper.

In Unit 9, your fellow learners offered you comments regarding your design ideas, formatting, and writing. Be sure to incorporate any good suggestions you received from your peers and your instructor into the final version of your template and appendix.

Learning Activities

u10s1 - Studies

Readings

Use your *Jump-Start the Adult Learner* text to read Chapter 6, "Blending Taxonomies to Bring the Learning Process Full Cycle," pages 133–170.

Use your *McKeachie's Teaching Tips* text to complete the following:

- Read Chapter 23, "Vitality and Growth Throughout Your Teaching Career," pages 331–337.
- Read Chapter 13, "Different Students, Different Challenges," pages 172–186.

u10a1 - Creating a Workshop or Course

For this assignment, based on what you have learned about adult learners, best practices in adult education, and effective teaching strategies, build a short workshop that includes:

- Overview.
- Objectives.
- Outline.
- Materials.
- Content.
- Assessment strategy.

In addition, include what your strategies are for teaching the workshop. Include strategies and rationale for:

- Establishing a comfortable learning environment.
- Building trusting relationships.
- Presenting information in various ways.
- Using technology.
- Keeping learners actively engaged in learning.
- Keeping learners motivated.
- Meeting people's personal preferences for learning styles, their multiple intelligences, group orientation or self-direction, and meeting their stated needs.

Compile the workshop content with references to theories, principles, and models you have learned from your study of adult education. Include references to the course readings and outside research.

 **Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

Course Resources

[Introduction to the Writing Center](#)

[ePortfolio](#)

u10d1 - Course Assessment

Post your response to the following in the discussion area.

- List the three most significant areas of learning for you in this course.
- Share at least one question this course has generated.
- Explain how you have translated the concepts and skills learned in this course to practical, everyday use.
- Discuss the recommendations you would offer for improvement in this course.

Visit the Career Center (linked in Resources) and keep in mind all you have learned in this course and in this program as you explore your career options and goals.

Response Guidelines

For this discussion, responding to other learners' posts is optional.

Course Resources

Graduate Discussion Participation Scoring Guide

[Career Center](#)