

Syllabus

Course Overview

In ancient Greek and Roman societies, teaching focused on adults. However, the focus shifted from adults to children in the subsequent centuries. As a result, the art and science of adult education was lost to the Western world for hundreds of years.

This ancient way of teaching adults, now known as *andragogy*, made a comeback in Europe in the 20th century. Malcolm Knowles, a prominent theorist, popularized this movement in the United States. He studied adult learners and noted the most effective teaching techniques and practices. You will learn more about this foundational theory in this course.

This course provides a brief overview of general learning theories; however, the emphasis is on adult learning theory. Throughout the course, you will be asked to reflect on your own learning experiences in higher education to develop a comprehensive personal theory of how adults learn. The final project is designed to become part of a portfolio to use when applying for faculty teaching positions.

Consider using your ePortfolio to organize various resources throughout the course. Suggested subheadings for your ePortfolio include Prominent Learning Theories, Adult Learning Theories, Practical Applications, Reflections on How Adults Learn, and Annotated Bibliography.

It is important to understand that certain discussion posts in this course require preparation and may need to be submitted prior to the assignment. With this in mind, be sure to look ahead in this course to better understand what each unit asks of you.

Multimedia Presentation

In Unit 2 and Unit 9 discussions and the Unit 9 assignment, you will be required to upload an audiovisual presentation using PowerPoint (or similar software) and Kaltura (or similar software) to record narration (including notes or a transcript). Plan ahead to ensure that you have a headset with a microphone for the audio recording. Refer to [Using Kaltura](#) for more information about this tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@capella.edu to request accommodations.

Course Competencies

(Read Only)

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

- 1 Analyze effective adult education theories, principles, and practices of how adults learn in the higher education environment.
- 2 Synthesize the current science of adult development, how each part of the brain learns; and ways in which cognitive, emotional, and physical development affect information processing.
- 3 Analyze how various aspects in the higher education teaching environment affect the motivation of adult learners including personal traits of the instructor, teaching methods, presence of diverse populations, and aspects of the personal/social climate in today's classrooms.
- 4 Synthesize adult learning theories and personal experience to develop a personal educational philosophy in a higher education environment.
- 5 Communicate in a manner that is scholarly and consistent with expectations for professionals in the field of higher education teaching.

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.

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.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Hardware for Kaltura Activities

- Headset with microphone
- External or built-in webcam
- Broadband Internet connection

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.

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., Norman, M. K., & Mayer, R. E. (2010). *How learning works: Seven research-based principles for smart teaching*. Hoboken, NJ: Wiley.
- Henschke, J. (2010). Chapter 1: Beginnings of the History and Philosophy of Andragogy, 1833–2000. In Wang, V. C. X., *Integrating adult learning and technologies for effective education: Strategic approaches*. (pp. 1–30). Hershey, PA: Information Science Reference.
- Hooker, K. (2015). *Towards a new synthesis for development in adulthood*. *Research in Human Development*, 12(3/4), 229–236.

- Knowles, M. S., Holton, E. F., III., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
- Materna, L. (2007). *Jump-start the adult learner: How to engage and motivate adults using brain-compatible strategies*. Thousand Oaks, CA; SAGE Publications.
- Merriam, S. B., & Kim, Y. S. (2008). *Non-Western perspectives on learning and knowing: Perspectives from around the world*. In Merriam, S. B. (Ed.), *New Directions for Adult & Continuing Education*, 119, (pp. 71–81).

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.

- Hagström, T., & Stålné, K. (2015). *The generality of adult development stages and transformations: Comparing meaning-making and logical reasoning*. *Integral Review*, 11(3), 30–71. Retrieved from <http://integral-review.org/the-generality-of-adult-development-stages-and-transformations-comparing-meaning-making-and-logical-reasoning/>

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.

Library

The following suggested 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.

- Dachner, A. M., & Polin, B. (2016). A systematic approach to educating the emerging adult learner in undergraduate management courses. *Journal of Management Education*, 40(2), 121–151.
- Davis, C. A., & Olson, J. S. (Eds.). (2014). Special issue: Meeting the transitional needs of young adult learners. *New Directions for Adult and Continuing Education*, 143, 1–88.
- Hammons, J., Keogh, R., & Hui, M. M. (2014). Time for a new paradigm for young adult learners. *Community College Week*, 26(22), 4–5.
- Jacobs, S., & Tsien, J. Z. (2017). Adult forebrain NMDA receptors gate social motivation and social memory. *Neurobiology of Learning and Memory*, 138, 164–172.
- Merriam, S. B. (2008). *Adult learning theory for the twenty-first century* [PDF]. In Merriam, S. B. (Ed.), *New Directions for Adult & Continuing Education*, 119, (pp. 93–98).
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Hoboken, NJ: Wiley.
- Merriam, S. B., & Bierema, L. L. (2014). Chapter 4, "Self-Directed Learning." In *Adult learning: Linking theory and practice* (pp. 61–81). San Francisco, CA: Jossey-Bass.
- Merriam, S. B., & Bierema, L. L. (2014). Chapter 5, "Transformative Learning." In *Adult learning: Linking theory and practice* (pp. 82–103). San Francisco, CA: Jossey-Bass.
- NewsRx. (2016). Brain study reveals how teens learn differently than adults. *NewsRx Health & Science*, 53.
- Patel, R., Spreng, R. N., & Turner, G. R. (2012). Functional brain changes following cognitive and motor skills training: A quantitative meta-analysis. *Neurorehabilitation and Neural Repair*, 27(3), 187–199.
- Petersen, S. E., Mier, H. V., Fiez, J. A., & Raichle, M. E. (1998). The effects of practice on the functional anatomy of task performance. *Proceedings of the National Academy of Sciences of the United States of America (PNAS)*, 95(3), 853–860.
- Rothes, A., Lemos, M. S., & Goncalves, T. (2016). Motivational profiles of adult learners. *Adult Education Quarterly*, 67(1), 3–29.
- Sinnott, J., Hilton, S., Wood, M., Spanos, E., & Topel, R. (2016). Does motivation affect emerging adults' intelligence and complex postformal problem solving? *Journal of Adult Development*, 23(2), 69–78.
- Taylor, E. W. (2008). Transformative learning theory. In Merriam, S. B. (Ed.), *New Directions for Adult & Continuing Education*, 119, (pp. 5–15). null
- Taylor, K., & Marienau, C. (2016). *Facilitating learning with the adult brain in mind: A conceptual and practical guide*. San Francisco, CA: Jossey-Bass.
- Tisdell, E. J. (2012). Chapter 2, "Themes and Variations of Transformational Learning: Interdisciplinary Perspectives on Forms That Transform." In Taylor, E.W., & Cranton, P. (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 21–36). San Francisco, CA: Jossey-Bass.
- Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd ed.). San Francisco, CA: Jossey-Bass.

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.

- Anderson, J. R., & Fincham, J. M. (2014). Extending problem-solving procedures through reflection. *Cognitive Psychology*, 74, 1–34.
- Vaidya, A. R., & Fellows, L. K. (2016). Necessary contributions of human frontal lobe subregions to reward learning in a dynamic, multidimensional environment. *The Journal of Neuroscience*, 36(38), 9843–9858.

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.

- iSpringsolutions.com. (2015, 22 Oct.). [3 easy steps to make a timeline in PowerPoint \[Blog post\]](http://www.ispringsolutions.com/blog/how-to-make-a-timeline-in-powerpoint/). Retrieved from <http://www.ispringsolutions.com/blog/how-to-make-a-timeline-in-powerpoint/>

Projects

Project >> Science of Adult Learning

Project Overview

The course project, due in Unit 9, provides you the opportunity to leave the course with a developed personal philosophy of adult learning. An additional component of the project is a mock interview presentation in which you respond to the question “What is your philosophy of how adults learn?”

The initial project assignments are important to consider as you articulate your philosophy. They include:

Unit 3: Andragogy and Other Learning Theories. Reflecting on this assignment allows you to draw upon prominent learning theories to identify how the principles fit into your philosophy of adult learning.

Unit 5: How the Adult Brain Learns. In the second assignment, you will consider the role of the brain in adult learning. By examining how different parts of the brain learn and retain information, your philosophy of adult learning will be informed by science as well as personal experience.

Unit 7: Theories of Adult Learning Motivation. This assignment will provide specific motivational strategies applicable to your future teaching in higher education.

Unit 9: Personal Philosophy of Adult Learning. Reflections from experiences throughout the course, along with new research, culminate in a refined and articulate personal philosophy of adult learning. This personal philosophy will be a blueprint of sorts as you design higher education learning environments. It will also become a critical component of a well-rounded portfolio to use when applying for teaching positions in higher education.

Unit 1 >> Introduction to Adult Learning

Introduction

In Unit 1, you will reflect on your personal experience as an adult learner and read an introduction to adult learning theories as well as scholarly views of the principles of adult learning.

You will also be introduced to the valuable resources in the Capella Career Center. Along with these resources, the career center provides valuable networking opportunities for those aspiring to teach in higher education.

Lastly, you will be encouraged to document your educational journey in this course and in other courses by maintaining an active and organized e-portfolio.

Learning Activities

u01s1 - Studies

Readings

In your text, *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*, please read:

- Chapter 1, "Introduction to Adult Learning," pages 1–7.
- Chapter 2, "Exploring The World of Learning Theory," pages 8–17.

In your text, *How Learning Works: Seven Research-Based Principles For Smart Teaching*, please read:

- "Introduction: Bridging Learning Research and Teaching Practice," pages 1–9.
- Chapter 1, "How Does Students' Prior Knowledge Affect Their Learning?" pages 10–39.

Use the Internet to read [Principles of Adult Learning \[PDF\]](#).

Capella Resources

These Campus and Capella University Library resources may be of help to you in this course:

- [Higher Education Concentration Library Guide](#). This library guide supports your course research for ED7021, ED7031, and ED7041.
- [Introduction to the Writing Center](#).
- [APA Guide: Introduction](#).
- [Writing Feedback Tool](#). This tool contains many resources that an instructor may recommend to improve your written communication.
- [Smarthinking](#). This Web-based tutoring service offers free custom critiques of your papers as well as real-time chats with online tutors. Plan ahead, as the turnaround time for feedback from Smarthinking can be 24–48 hours.

u01s2 - Career Center: Networking

Networking is a crucial part of breaking into a new career field and conducting a job search. The [Capella Career Center](#) recommends meeting with people in the field to gain insight on how to position yourself for opportunities at your chosen schools and access professionals in the field who could influence future hiring decisions.

Capella Webinars

Use the Internet to complete the following:

- [Teaching in Higher Education](#). Complete the second half of the tutorial.
- [Connecting With Others – Networking](#).
- [Informational Interviewing](#).

What are three specific steps you plan to take during this quarter to begin to build your network and gain experience in the field? Where do you need to do the most preparation?

Suggested Activity

Take some time this quarter to conduct an informational interview with a faculty member at a school of interest.

Optional Campus Resource

If you need teaching experience to meet the common requirements for positions of interest, consider incorporating some of the suggestions in this resource:

- [Breaking Into Teaching in Higher Education](#).

u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: to support learning and reflection and to showcase accomplishments. 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 achievements at Capella.

You will tell a story about your learning throughout the program using artifacts collected during many of these courses.

Using ePortfolio to Build Your Career

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

- Reflect on what you have learned in your courses and the elements in your portfolio, how you have already applied your new knowledge or might apply it in the future.
- Create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to organize and store your documents for future access. Do not rely on the courseroom to store your assignments, as you will lose access to the courseroom after completing the course. Capella uses a cloud-based portfolio platform to facilitate 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 [Online E-portfolio \[PDF\]](#) to ensure you set up your online portfolio correctly.

In this course you will save your final assignment to the [ePortfolio](#).

u01d1 - Reflecting on Your Learning Experiences

After reflecting on this unit's readings, think about how you have learned throughout your life. Have your thoughts on formal education changed since you were twelve, for example?

Now discuss how the way you learn has changed from your childhood to adulthood. Is your motivation to learn different now? Do you find yourself more autonomous in terms of your education?

Response Guidelines

Respond to at least two other learners by commenting on the differences and similarities among your experiences.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Personal Perspective on How Adults Learn

As you begin this course on the science of adult learning, based on your personal experience, discuss key factors related to ways in which adults learn. Discuss learning environments where you found learning particularly difficult as an adult.

Response Guidelines

Respond to at least two other learners by contrasting the key learning factors and learning environment challenges they identified to those you identified.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> Prominent Early Learning Theories

Introduction

In Unit 2, you will read about prominent learning theories and their corollaries, theories of teaching. Understanding learning theory is necessary to teach well.

In the second discussion for this unit, you will synthesize this information to create and present a visual timeline of the theories you found particularly interesting. This discussion will also allow you to practice creating and presenting an audiovisual discussion post, which you will do again in Unit 9.

Learning Activities

u02s1 - Studies

Readings

In your text, *The Adult Learner*, please read:

- Chapter 6, "Theories of Learning," pages 96–111.
- Chapter 7, "Theories of Teaching," pages 112–148.
- Chapter 8, "Adult Learning Within Human Resource Development," pages 149–163.

Use the Capella University Library to read the following:

- Henschke, J. (2010). [Chapter 1. Beginnings of the history and philosophy of andragogy, 1833–2000](#). In Wang, V. C. X., *Integrating adult learning and technologies for effective education: Strategic approaches*, (pp. 1–30).

Multimedia

- View [100 Years of Learning Theory](#), a timeline on the progression of learning theory in the last century.

Suggested Reading

Use the Capella library to read the following:

- Dachner, A. M., & Polin, B. (2016). A systematic approach to educating the emerging adult learner in undergraduate management courses. *Journal of Management Education*, 40(2), 121–151.

Suggested Multimedia

- Complete [Learning Theories Matching](#), connecting appropriate terms and theories to their definitions.

u02d1 - Early Learning Theories

In the readings for this week, several learning theories were discussed. Describe one that resonates with your learning experiences.

Share how you might use such a theory to teach in higher education. Be sure to include examples that link the principles of this theory.

Response Guidelines

Respond to two learners by contrasting the theories they selected for this discussion to the theory you chose.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d2 - Timeline of Learning History

For this discussion, develop a graphical timeline of the history of learning theory along with an audiovisual presentation supporting your timeline. Include at least four significant points of interest with explanations to illustrate how thinking about learning has changed over time. Include the following for *each* point of interest at minimum:

1. A key theory and associated theorists.
2. A discussion of the key points of interest.
3. Year of introduction.
4. Relevant citations.

You have creative freedom in developing this timeline; be sure to consider the usefulness of each piece of information for understanding the evolution of learning. A link to instructions for creating a timeline in PowerPoint is included in Resources for your convenience. You may make your timeline using tools of your choice so long as its final format can be uploaded to the discussion.

Create and post a two–three minute audiovisual presentation to narrate your timeline. Include a transcript to ensure accessibility to all. Use Kaltura or similar software to narrate your presentation. Be sure to test your headset and microphone for audio quality before making your final recording. Refer to Using Kaltura (linked in Resources) for more information.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Response Guidelines

Respond to at least two other learners by identifying and discussing at least one point of interest on their timelines that differed from yours.

Course Resources

Graduate Discussion Participation Scoring Guide

[Using Kaltura](#)

[Disability Services](#)

[Guidelines for Effective PowerPoint Presentations](#)

[How to Make a Timeline in PowerPoint](#)

[APA Style and Format](#)

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

Unit 3 >> Malcolm Knowles's Theory of Andragogy

Introduction

The term *andragogy* was coined by German scholar Alexander Kapp in 1833 to encompass learning strategies focused on adults (Ozuah, 2005). The theory of andragogy, however, gained prominence in the educational research when Malcolm Knowles published *The Adult Learner: A Neglected Species* in 1973.

Knowles focused throughout his career on the theory of andragogy, establishing principles of adult learning inherent in the theory that have been highly influential in curriculum design throughout higher education learning environments. Unit 3 will focus on Knowles and his principles under the umbrella of andragogy as an adult learning theory.

You will also submit your first assignment in this unit.

References

Allen, S. (2016). Applying adult learning principles to online course design. *Distance Learning*, 13(3), 25.

Knowles, M. (1973). *The adult learner: A neglected species*. Houston, TX: Gulf Publishing Company. Retrieved from <http://files.eric.ed.gov/fulltext/ED084368.pdf>

Ozuah, P. O. (2005). First, there was pedagogy and then came andragogy. *Einstein Journal of Biology and Medicine*, 21(2), 83–87.

Learning Activities

u03s1 - Studies

Readings

From your text, *The Adult Learner*, please read:

- Chapter 3, "Andragogy: A Theory of Adult Learning," pages 18–50.
- Chapter 4, "The Andragogical Process Model for Learning," pages 51–71.

Multimedia

- Complete [Principles of Andragogy](#) to learn about this system of ideas and approaches to adult learning.

u03a1 - Andragogy and Other Learning Theories

In this assignment, you will research prominent early learning theories and compare them to andragogy. There are three parts to this assignment:

Part 1: Analyze Major Learning Theories Prominent Before Andragogy

Discuss at least two major learning theories that were prominent before the introduction of andragogy:

- Identify the major theorists and their academic affiliations.
- Explain the principles of learning inherent in the selected theories.

Part 2: Analyze Malcolm Knowles's Theory of Andragogy

- Explain the theory of andragogy, including the major theories from which it evolved.

- Describe the principles of adult learning inherent in andragogy.
- Detail how Knowles's principles of adult learning have influenced higher education learning environments.

Part 3: Contrast Andragogy With Earlier Prominent Theories of Learning

Explain the theory of andragogy by discussing the following:

- Major theories from which andragogy evolved.
- The principles of adult learning inherent in andragogy.
- How Knowles's principles of adult learning inform the design, implementation, and evaluation of adult learning.

Explain how each selected early theory contrasts to andragogy.

- Compare the principles of learning involved across the theories.
- Discuss how course design differs across the theories.

Submission Requirements

- **Communication:** You are expected to provide your own analysis, opinions, and examples wherever appropriate.
 - Include in-text citations as well as references for the experts you have studied.
 - Write in your own words and rephrase the expressions of experts.
 - Communicate in a scholarly manner consistent with expectations for higher education teaching professionals.
- **APA Guidelines:** Resources and citations are formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.
- **Resources:** Use your course texts and other scholarly resources.
- **Length:** 5–8 pages content plus references.
- **Font and font size:** Times New Roman, 12 points.

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

[APA Guide: Introduction](#)

[Higher Education Concentration Library Guide](#)

[Introduction to the Writing Center](#)

[APA Style and Format](#)

[Capella University Library](#)

[Writing Feedback Tool](#)

u03d1 - Principles of Andragogy

Consider the theory and inherent principles of andragogy. What are the implications of andragogy for teaching in higher education? Discuss at least one of the principles of this theory in your post.

Response Guidelines

Respond to at least two other learners by commenting on implications not covered in their posts.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d2 - Emergent Theories of Learning

Research emergent theories that came into prominence after andragogy. Using the table template linked in Resources, create a chart that details how at least one of these theories differs from andragogy for your discussion post.

Concepts to Compare	Andragogy	Emergent Theory Name _____
<i>Explanation of How Adult Learning Occurs</i>		
<i>Role Environment Plays in Learning</i>		
<i>Inherent Principles of Theory</i>		(Note: Some emergent theories may not label their principles but they are inherent and should be addressed.)
<i>Origin Era and Theorists Involved</i>		

Response Guidelines

Respond to at least two other learners, discussing how your emergent theory differs from their identified emergent theories.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Emergent Theories of Learning Template](#)

Unit 4 >> Self-Directed Learning and Transformative Learning Theories

Introduction

In this unit, we consider more recent adult learning models and theories. Two such theories, self-directed learning and transformative learning, are the subjects of the Unit 4 discussion questions.

Malcolm Knowles identifies the propensity for self-direction as one of several unique characteristics of adult learners in your course text, and others assert that self-directed learning is fundamental to the design of learning environments across higher education (King et al. 2016).

Transformative learning theory, credited to Jack Mezirow (1997), is based on the principle that adults create meaning through personal experiences. The adult educator's role in transformative learning is to promote discovery through teaching strategies such as learning contracts, role play, and simulations.

References

King, A., McGrath, J., Greenberger, S., Panchal, A., Thompson, L., & Khandelwal, S. (2016). A novel approach to self-directed learning and the flipped classroom method for residency didactic curriculum. *Western Journal of Emergency Medicine*, 17(4.1).

Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74, 5–12.

Learning Activities

u04s1 - Studies

Readings

In your text, *The Adult Learner*, read the following:

- Chapter 15, "Guidelines for Using Learning Contracts," pages 254–259.
- Chapter 16, "Core Competency Diagnostic and Planning Guide," pages 260–266.
- Chapter 17, "Personal Adult Learning Style Inventory," pages 267–277.

In your text, *Jump Start the Adult Learner: How to Engage and Motivate Adults Using Brain-Compatible Strategies*, read the following:

- Chapter 3, "Learning Styles and Multiple Intelligences," pages 47–70.
- Chapter 4, "Preparing the Brain to Learn," pages 71–88.

Use the Capella library to read the following:

- Merriam, S. B., & Bierema, L. L. (2014). Chapter 9, "The Brain and Cognitive Functioning." In *Adult learning: Linking theory and practice* (pp. 168–189). Hoboken, NJ: Wiley.

Suggested Readings

Use the Capella library to read the following:

- Merriam, S. B. (2008). Adult learning theory for the twenty-first century [PDF]. In Merriam, S. B. (Ed.), *New Directions for Adult & Continuing Education*, 119, (pp. 93–98).
- Merriam, S. B., & Bierema, L. L. (2014). Chapter 4, "Self-Directed Learning." In *Adult learning: Linking theory and practice* (pp. 61–81). San Francisco, CA: Jossey-Bass.
- Merriam, S. B., & Bierema, L. L. (2014). Chapter 5, "Transformative Learning." In *Adult learning: Linking theory and practice* (pp. 82–103). San Francisco, CA: Jossey-Bass.
- Taylor, E. W. (2008). Chapter 1, "Transformative Learning Theory." In Merriam, S. B. (Ed.), *New Directions for Adult & Continuing Education*, 119, (pp. 5–15).
- Tisdell, E. J. (2012). Chapter 2, "Themes and Variations of Transformational Learning: Interdisciplinary Perspectives on Forms That Transform." In Taylor, E.W., & Cranton, P. (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 21–36). Hoboken, NJ: Wiley.

u04d1 - Self-Directed Learning

Stephen Brookfield (1995) contends that true self-directed learning occurs only when educators relinquish control and create the conditions in which it can take place. One such condition is creating a learner-centered experience rather than a teacher-centered or topic-centered learning experience.

Discuss your thoughts on what Brookfield means by *learner-centered experience* as the key to self-directed learning. Draw on your unit readings and other scholarly literature.

Response Guidelines

Respond to at least two other learners by asking a probing question or providing an alternative opinion.

References

Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Elias, J. L., & Merriam, S. B. (1995). *Philosophical foundations of adult education*. Malabar, FL: Elias Krieger Publishing Company.

Course Resources

[APA Guide: Introduction](#)

[Introduction to the Writing Center](#)

[Higher Education Concentration Library Guide](#)

[Capella University Library](#)

u04d2 - Transformative Learning Theory

Select one of these two discussion questions:

- Discuss how a personal learning contract could be used in a higher education learning environment. Be sure to include a discussion of how this teaching strategy fits within the framework of transformative learning; *or*
- Discuss why understanding the relationship of information processing in the contexts of emotional and physical development is important for teachers of adult learners. Include a discussion of the relevance of transformative learning.

Response Guidelines

Respond to two peers regarding how their posts could help you facilitate future adult learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 5 >> The Adult Brain and Learning

Introduction

Neuroscience within the context of learning in higher education is the subject of Unit 5. Neuroscience explains the processes involved in adult learning; by understanding how the brain acquires and retains information, the higher education instructor can design more effective learning environments.

The discussion question in this unit asks to you consider neuroscience within the context of your own learning. You will also submit your second assignment in this unit.

Learning Activities

u05s1 - Studies

Readings

In *The Adult Learner*, please read:

- Chapter 12, "Neuroscience and Andragogy," pages 218–229.

Use the Capella library to read:

- Hooker, K. (2015). Towards a new synthesis for development in adulthood. *Research in Human Development*, 12(3/4), 229–236.

Use the Internet to read:

- Hagström, T., & Stålné, K. (2015). [The generality of adult development stages and transformations: Comparing meaning-making and logical reasoning](http://integral-review.org/the-general-ity-of-adult-development-stages-and-transformations-comparing-meaning-making-and-logical-reasoning/). *Integral Review*, 11(3), 30–71. Retrieved from <http://integral-review.org/the-general-ity-of-adult-development-stages-and-transformations-comparing-meaning-making-and-logical-reasoning/>

Multimedia

- Complete [Brain-Based Learning](#) to learn about the processes of the human brain and learning.

Suggested Readings

Use the Capella library to read:

- Davis, C. A., & Olson, J. S. (Eds.). (2014). Special issue: Meeting the transitional needs of young adult learners. *New Directions for Adult and Continuing Education*, 143, 1–88.
- NewsRx. (2016). Brain study reveals how teens learn differently than adults. *NewsRx Health & Science*, 53.
- Patel, R., Spreng, R. N., & Turner, G. R. (2012). Functional brain changes following cognitive and motor skills training: A quantitative meta-analysis. *Neurorehabilitation and Neural Repair*, 27(3), 187–199.
- Taylor, K., & Marienau, C. (2016). *Facilitating learning with the adult brain in mind: A conceptual and practical guide*. San Francisco, CA: Jossey-Bass.

u05a1 - How the Adult Brain Learns

This assignment asks you to consider the current science of adult development, how adults process information, and the role of cognitive, emotional, and physical development on adult learning. There are three parts to this assignment:

Part One: Analyze how various parts of the adult brain learn.

- Describe how various parts of the adult brain retain information.
- Discuss how the adult brain is uniquely defined and distinct from a child's brain.

Part Two: Analyze ways in which cognitive, emotional, and physical development affect information processing.

Part Three: Synthesize the current science of adult development.

- Analyze the current science of adult development.
- Synthesize the current science as to how an adult learner is defined.
 - Combine all three aspects: cognitive, emotional, and physical development in your synthesis.

Submission Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work and critical thinking are required regarding your assessment and scholarly writing. Your writing must be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations are formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.
- **Resources:** Use your texts as well as other scholarly resources.
- **Length:** 5–8 pages plus references.
- **Font and font size:** Times New Roman, 12 points.

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

[Higher Education Concentration Library Guide](#)

[Literature Review](#)

[Introduction to the Writing Center](#)

[APA Style and Format](#)

[Capella University Library](#)

[Writing Feedback Tool](#)

u05d1 - Analyzing My Own Brain

Now that you have had a chance to study how various parts of the brain learn differently, take a moment to consider your own brain and how you learn. Which parts of your brain are your strengths? Have you needed to modify the way you learn based on how your brain works?

Response Guidelines

Respond to the posts of two learners by elaborating on a point they covered that you did not address in your post.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Adult Development and Learning

Introduction

According to the ancient Greek philosopher Aristotle, humans are born with a brain that is a *tabula rasa* (clean slate). While the newborn brain is not completely blank, neuroscience has shown that the brain acquires knowledge through developmental stages. Consistent with the science of adult learning, other aspects of adult development impact both learning and teaching in higher education.

In Unit 6, you will read about important cognitive processes that differ in adult learning development and learn why understanding adult cognition and development is critical.

Reference

Locke, J., & Winkler, K. P. (Ed.). (1996). *An essay concerning human understanding: Abridged and edited, with an introduction and notes*. Indianapolis, IN: Hackett Publishing Company.

Learning Activities

u06s1 - Studies

Readings

In *How Learning Works*, please read:

- Chapter 6, "Why Do Student Development and Course Climate Matter for Student Learning?" pages 153–187.
- Chapter 7, "How Do Students Become Self-Directed Learners?" pages 188–215.

Suggested Reading

Use the Capella library to read:

- Petersen, S. E., Mier, H. V., Fiez, J. A., & Raichle, M. E. (1998). The effects of practice on the functional anatomy of task performance. *Proceedings of the National Academy of Sciences of the United States of America (PNAS)*, 95(3), 853–860.

Optional Readings

Use the Capella library to read:

- Anderson, J. R., & Fincham, J. M. (2014). Extending problem-solving procedures through reflection. *Cognitive Psychology*, 74, 1–34.
- Vaidya, A. R., & Fellows, L. K. (2016). Necessary contributions of human frontal lobe subregions to reward learning in a dynamic, multidimensional environment. *Journal of Neuroscience*, 36(38), 9843–9858.

u06s2 - Assignment Preparation

Take the time this week to begin research for your next assignment, Theories of Adult Learning Motivation. Review the four parts of the assignment and the scoring guide to verify you are meeting all the required components.

u06d1 - The Chickering Theory of Adult Development

Select one of the seven dimensions (also called *vectors*) of the Chickering model of student development. Explain this dimension and then discuss the implications for the higher education classroom.

Response Guidelines

Respond to at least two other learners who chose a different dimension and elaborate on a particular point from their posts.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Metacognition and the Adult Learner

Discuss at least one of the methods for promoting metacognitive skills from your assigned readings for this week. Explain why you selected this particular strategy and how you might use it in a higher education classroom.

Response Guidelines

Respond to at least two other learners by commenting on the implications of their examples for your future teaching in higher education.

Course Resources

Graduate Discussion Participation Scoring Guide

Introduction

In Unit 7, you will consider the potential effects of various aspects of the higher education learning environment on the motivation of adult learners, including personal traits of the instructor, teaching methods, presence of diverse populations, and elements of the social climate in today's classrooms.

We will explore how personal traits of the instructor can be highlighted or modified to enhance the learning environment: for example, a gregarious instructor may consider modifying his or her approach to encourage discussion. It is commonly said in education that training can turn an ordinary instructor into a great instructor.

You will also submit your third assignment at the end of this unit.

Learning Activities

u07s1 - Studies

Readings

In your text, *How Learning Works*, please read:

- Chapter 2, "How Does the Way Students Organize Knowledge Affect Their Learning?" pages 40–65.
- Chapter 3, "What Factors Motivate Students to Learn?" pages 66–90.

In your text, *Jump Start the Adult Learner*, please read:

- Chapter 1, "Brain 101: How the Brain Learns," pages 1–26.
- Chapter 2, "Promotion of Learning," pages 27–44.

Multimedia

- Use [Motivation Concepts](#) to test your knowledge of motivation and learning concepts.

Suggested Readings

Use the Capella library to read the following:

- Jacobs, S., & Tsien, J. Z. (2017). Adult forebrain NMDA receptors gate social motivation and social memory. *Neurobiology of Learning and Memory*, 138, 164–172.
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Hoboken, NJ: Wiley.
 - Chapter 3, "Andragogy: The Art and Science of Helping Adults Learn," pages 42–60.
- Rothes, A., Lemos, M. S., & Goncalves, T. (2016). Motivational profiles of adult learners. *Adult Education Quarterly*, 67(1), 3–29.
- Sinnott, J., Hilton, S., Wood, M., Spanos, E., & Topel, R. (2016). Does motivation affect emerging adults' intelligence and complex postformal problem solving? *Journal of Adult Development*, 23(2), 69–78.
- Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (3rd ed.). San Francisco, CA: Jossey-Bass.

u07a1 - Theories of Adult Learning Motivation

This four-part assignment asks that you consider motivation in the context of adult learning.

Part 1: Analyze how various aspects in the higher education teaching environment affect the motivation of adult learners.

Complete the following:

- Research current literature on motivation of adult learning.
- Discuss motivation within the context of adult learning.
- Contrast intrinsic and extrinsic motivation within the context of adult learning (include examples).

Part 2: Analyze personal traits of an instructor that may impact motivation in adult learning.

Complete the following:

- Discuss the role of the instructor within the context of motivating adult learners.
- Identify personal traits of an instructor that can be modified to encourage motivation in adult learners.

Part 3: Analyze current thinking on teaching methods in the context of adult learner motivation.

Complete the following:

- Discuss current scholarly literature (published in the past five years) on motivational teaching methods for adult learners.
- Analyze teaching methods designed to increase motivation for adult learners.

Part 4: Synthesize adult learning theories of motivation in a higher education environment with your personal experiences.

Complete the following:

- Discuss your experiences with motivation in a higher education environment.
- Synthesize these experiences with what you now know about adult learning theory and motivation.
- Discuss how you will use adult learning theories for motivation in your future teaching.

Submission Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work and critical thinking are required regarding your assessment and scholarly writing. Your writing must be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations are formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.
- **Resources:** Use your assigned readings as well as other scholarly resources.
- **Length:** 5–8 pages plus references.
- **Font and font size:** Times New Roman, 12 points.

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.

Consider saving this assignment to your ePortfolio.

Course Resources

[APA Guide: Introduction](#)

[APA Style and Format](#)

[Higher Education Concentration Library Guide](#)

[Introduction to the Writing Center](#)

[Literature Review](#)

[Smarthinking](#)

[Capella University Library](#)

[ePortfolio](#)

[Writing Feedback Tool](#)

For this discussion, share components of motivational theory that have particular meaning for you as an adult learner. Give examples from your own learning experiences to illustrate why you selected those components.

Response Guidelines

Respond to at least one other learner by asking a probing question regarding the motivation examples he or she provided.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 8 >> Diverse Perspectives on Adult Learning

Introduction

The readings and first discussion in this unit concern non-Western learning approaches. You will read an article that discusses non-Western perspectives on different ways of knowing, providing additional perspectives to allow more critical thinking about our views on adult learning. Appreciating diverse ways of learning and knowing will help you, as future faculty, develop a deeper understanding of non-Western learners.

Discussion 2 asks you to critically evaluate and take a stance on the value of understanding international views on andragogy.

Learning Activities

u08s1 - Studies

Readings

In *The Adult Learner*, read:

- Chapter 19, "European Perspectives on Adult Learning," pages 302–311.
- Chapter 20, "Andragogy: International History, Meaning, Context, and Function," pages 312–320.

From the Capella library, please read:

- Merriam, S. B., & Kim, Y. S. (2008). Non-Western perspectives on learning and knowing: Perspectives from around the world. In Merriam, S. B. (Ed.), *New Directions for Adult & Continuing Education*, 119, (pp. 71–81).

Multimedia

- Listen to the audio Non-Western Ways of Knowing: A Conversation Between Dr. Marsha Covington & Dr. Sharan Merriam.

u08s2 - Assignment Preparation

In preparation for an upcoming discussion and assignment, begin work on the following this week. Refer to the Unit 9 assignment directions and scoring guide to be sure you meet all requirements. The Higher Education Concentration Library Guide may be useful as you do research, as well as Smarthinking.

Personal Philosophy of Adult Learning Topics and Research

This week, take the time to revisit your past research and conduct new research to prepare for the following components of your final Unit 9 assignment:

- **Adult Learning Theory.** Explain how your personal philosophy of adult learning aligns with adult learning theory.

- **How Adults Learn.** Discuss the adult brain and the current science of adult development as well as ways in which cognitive, emotional, and physical development affect information processing,
- **Motivation.** Explain how your personal philosophy aligns with current motivational theory for adult learning.

Personal Philosophy of Adult Learning Audiovisual Presentation

Note: Be prepared to post this presentation to the required Unit 9 discussion by Wednesday midnight for peer feedback.

Create a 3–5 minute audiovisual presentation with narration presenting the main points of your personal philosophy of learning. The context for this presentation is a mock faculty member position interview where you are asked the question "What is your philosophy of adult learning?"

Use PowerPoint or similar software and record the audio with Kaltura (recommended) or similar software. To make the content of your presentation accessible to all learners, please post a transcript of your audio. For PowerPoint tips, refer to the [Guidelines for Effective PowerPoint Presentations](#).

It is suggested that you again test your headset with a microphone by recording yourself talking to your audience for a minute or two to check the sound quality. If needed, refer to [Using Kaltura](#) for assistance.

If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

u08s2 - Learning Components

- Discuss how the current science of adult development resonates with one's philosophy of adult learning.
- Discuss why it is important for instructors of adults to understand how the adult brain learns (include cognitive, emotional, and physical domains).
- Explain how principles of adult learning influence one's approach to teaching adults.

u08d1 - Diverse Perspectives on Adult Learning

Begin this discussion by defining the non-Western ways of knowing from this unit's readings (linked in Resources). Share your perspective regarding their application in the context of higher education.

Use examples from your experience and explain how you might honor these ways of knowing with future learners.

Response Guidelines

Respond to at least two other learners by providing an alternative opinion or elaborating on a particular point in their posts.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Non-Western Perspectives on Learning and Knowing](#)

[Non-Western Ways of Knowing: A Conversation Between Dr. Marsha Covington & Dr. Sharan Merriam | Transcript](#)

u08d2 - International Viewpoints in Adult Learning

Identify one way in which international views of andragogy in higher education differ from how andragogy is perceived in the United States.

Discuss whether it is important for teachers in U.S. higher education learning environments to have an international view of andragogy. Provide a rationale for your response, including examples.

Response Guidelines

Respond to at least two other learners by asking a probing question or offering a suggestion.

[Capella University Library](#)

Unit 9 >> Developing a Personal Philosophy of Adult Learning

Introduction

In this unit, you will draw upon your own experience as well as what you have learned in this course to create a personal philosophy of how adults learn.

This personal philosophy will serve as a great resource for talking points in future faculty member interviews as well as aid decision making about future course content and teaching strategies in higher education learning environments.

You will also submit your final assignment at the end of this unit.

Learning Activities

u09s1 - Studies

Readings

In *The Adult Learner*, read:

- Chapter 13, "Whole–Part–Whole Learning Model," pages 232–243.
- Chapter 14, "Facilitating Learning," pages 244–253.

In *How Learning Works*, read:

- Chapter 4, "How Do Students Develop Mastery?" pages 91–120.
- Chapter 5, "What Kinds of Practice and Feedback Enhance Learning?" pages 121–152.

Suggested Readings

Use the Capella library to read the following:

- Merriam, S. B. (2008). Adult learning theory for the twenty-first century [PDF]. In Merriam, S. B. (Ed.), *New Directions for Adult & Continuing Education*, 119, (pp. 93–98).
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. Hoboken, NJ: Wiley.
 - Chapter 1, "Adult Learning in Today's World Adult Learning in Today's World," pp. 1–23.

u09d1 - Audiovisual Philosophy Presentation

By **Wednesday midnight** this week, post a 3–5 minute audiovisual presentation of your Unit 9 assignment in which you will outline the main points of your personal philosophy of learning. The context for this presentation is a mock faculty position interview where you are asked the question "What is your philosophy of adult learning?"

Use the typeface Georgia or a similar font with the appropriate size and weight (generally 24–28 points for headings and no smaller than 18 points for bullet-point text) for the presentation. For PowerPoint tips, refer to the helpful links in Resources.

Include a transcript to ensure accessibility to everyone. Refer to the Unit 9 assignment and scoring guide to make sure you meet all assignment requirements.

Reminder: make and play back a short recording of your voice to test the audio quality before recording your narration.

If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

Response Guidelines

Review the presentations and respond to two by posing appropriate follow-up comments or questions that might be asked in an actual interview.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

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

[Disability Services](#)

[Using Kaltura](#)

[Guidelines for Effective PowerPoint Presentations](#)

u09a1 - Personal Philosophy of Adult Learning

In this assignment, you will develop your personal philosophy of adult learning by discussing the following three topics in an 8–10 page paper and audiovisual presentation (the same presentation you submitted for the Unit 9 discussion. Although not required for this assignment, you have the option of incorporating feedback from the discussion before adding the presentation to this assignment).

Using your previous assignments, extrapolate key research theories, principles, and concepts that resonate with you and include them in your philosophy. Explain your views as you incorporate new research per the following requirements:

Adult Learning Theory

Revisit your past research (the Unit 3 assignment *Andragogy and Other Learning Theories*) and conduct new research to explain how your personal philosophy of adult learning aligns with adult learning theory.

Complete the following:

- Identify at least two current theories of adult learning that resonate with your own philosophy of how adults learn. For each theory selected:
 - Name the major theorists involved and their academic affiliations.
 - Discuss the main principles of learning.
 - Explain both how and why that theory fits into your philosophy of adult learning.

How Adults Learn

Revisit your past research (the Unit 5 assignment *How the Adult Brain Learns*) and conduct new research on the adult brain to discuss the current science of adult development and ways in which cognitive, emotional, and physical development affect information processing,

Complete the following:

- Discuss your views (substantiated by the literature) of how adults process information cognitively.
- Identify components of a positive learning environment that respect both emotional and physical development specific to adult learners.

Motivation

Revisit your past research (the Unit 7 assignment *Theories of Adult Learning Motivation*) and conduct new research to explain how your personal philosophy aligns with current motivational theory for adult learning.

Complete the following:

- Describe personal traits of an instructor that motivate adult learners, such as qualities of learner interaction with the instructor, manner of leading, and ways of organizing and presenting information.

- Discuss current teaching methods consistent with your philosophy of adult learning.
- Define three broad categories of learner diversity that can occur within a higher learning environment.
 - Explain how the theories of motivation differ for each of these categories.
- Define components of a learning environment important to motivating adults.
 - Include aspects of personal or social climate such as peer interactions, establishing classroom conduct, and classroom setup.

Concise Personal Philosophy of Adult Learning

In the Unit 9 discussion, you were asked to create an audiovisual presentation. Before submitting your assignment, you may wish to review the instructions to ensure you meet all requirements for this project component:

Using the scenario of an interview for a faculty position in which you are asked to articulate your philosophy of adult learning, create a 3–5 minute audiovisual presentation in PowerPoint or similar software with narration (using Kaltura or similar software) presenting the main points of your personal philosophy of learning.

In your mock interview presentation, propose how you might use the information learned about adult learning theory in the context of teaching in a higher education environment and be sure to include the following:

1. Discuss how andragogy informs your philosophy of adult learning.
2. Discuss ways in which one or more new critical theories developed after andragogy influence your philosophy of learning.
3. Explain how principles of adult learning influence your approach to teaching adults.
4. Discuss why it is important for instructors of adults to understand how the adult brain learns (include cognitive, emotional, and physical domains).
5. Identify unique, specific aspects from your academic or professional discipline to include in your own philosophy of adult learning.

Be sure to include a transcript so that the presentation is accessible to everyone. Refer to the assignment scoring guide to ensure you include all required elements.

If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact *Disability Services* to request accommodations.

Additional Requirements

- **Communication:** Communicate in a manner that is scholarly, professional, respectful, and consistent with expectations for professional practice in education. Original work and critical thinking are required regarding your assessment and scholarly writing. Your writing must be free of errors that detract from the overall message.
- **APA Guidelines:** Resources and citations are formatted according to current APA style and formatting guidelines. When appropriate, use APA-formatted headings.
- **Resources:** Use your texts as well as other scholarly resources.
- **Length:** 8–10 pages plus references.
- **Font and font size:**
 - Paper: Times New Roman, 12 points.
 - Audiovisual presentation: Georgia, in appropriate size and weight for presentation, generally 24–28 points for headings and no smaller than 18 points for bullet-point text. For PowerPoint tips, refer to the *Guidelines for Effective PowerPoint Presentations*.

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.

It is strongly suggested that you add this assignment to your ePortfolio.

Course Resources

[Using Kaltura](#)

[Disability Services](#)

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

[Literature Review](#)

[Guidelines for Effective PowerPoint Presentations](#)

[Higher Education Concentration Library Guide](#)

[ePortfolio](#)

Unit 10 >> Future Trends in Adult Learning

Introduction

In this final unit, you will consider where the future of higher education will lead. You will be asked to both postulate changes in the higher education landscape as well as discuss with your peers' thoughts on the topic.

The final discussion post is a Classroom Assessment Technique (CAT) to collect information on this course. This CAT serves a second purpose of modeling assessment strategies that you will find useful in future higher education teaching.

Learning Activities

u10s1 - Studies

Readings

In *The Adult Learner*, read:

- Chapter 9, "New Perspectives on Andragogy," pages 168–187.
- Chapter 10, "Beyond Andragogy," pages 188–211.
- Chapter 11, "Information Technology and Learning," pages 212–217.
- Chapter 18, "Effective Technology Based Adult Learning," pages 278–297.
- Chapter 21, "The Future of Andragogy", pages 321–334.

Suggested Reading

Use the Capella library to read:

- Hammons, J., Keogh, R., & Hui, M. M. (2014). Time for a new paradigm for young adult learners. *Community College Week*, 26(22), 4–5.

u10d1 - The Future of Adult Learning

Consider what you have learned in this course, both about education in the United States and abroad. With this in mind, speculate on how the higher education landscape might change in the next ten to twenty years. What are some of these changes and what implications might they have for future instructors in higher education?

Response Guidelines

Respond to at least two other learners by contrasting the changes you predict for higher education with those that they predict.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Course Reflections

Course Experience Questionnaire (CEQ)

The course experience questionnaire (CEQ) is a commonly used strategy for collecting learner feedback. It requires that the learner reflect on all the previously learned units to decide which they will discuss when answering the questions. It is included here both to model this practice as well as to provide a focused way to reflect on what you have learned in the course.

Reflect on your overall experiences with this course and respond to the following:

- During which unit in the class did you feel most engaged with what was happening? Why?
- During which unit in the class did you feel most distanced from what was happening? Why?
- What did you learn in this course that particularly surprised you?

Response Guidelines

Respond to at least two other learners by contrasting your responses to theirs.

Reference

Olubummo, C. (2015). Classroom assessment techniques. *Nursing Management*, 46(12), 16–19.

Course Resources

Graduate Discussion Participation Scoring Guide