

Syllabus

Course Overview

In this course, you will study adult learning theory and learning styles and preferences. Course topics include adult education theories, principles of adult learning, and methodology for best practice in adult education. You will also reflect on your personal educational philosophy and practice.

Learning is a treasure that will follow its owner everywhere.

—Chinese proverb

You will be challenged to increase your skills in the selection and use of appropriate methods, techniques, and materials for achieving particular learning objectives.

Course Competencies

(Read Only)

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

- 1 Evaluate adult education theories, principles of adult learning, and methods for educating adults.
- 2 Integrate individual learning experiences into personal teaching philosophy.
- 3 Synthesize theory and personal philosophy to create a learning environment grounded in adult learning principles.
- 4 Demonstrate professional writing and communication skills.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

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

Library

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

- Brookfield, S. D. (2017). *Becoming a critically reflective teacher (2nd ed.)*. Jossey-Bass.
- Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice (3rd ed.)*. Sterling, VA: Stylus Publishing.
- 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., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide (3rd ed.)*. Hoboken, NJ: Wiley.

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.

- Imel, S. (1998). [Transformative learning in adulthood](http://eric.ed.gov/?q=Transformative+Learning+in+Adulthood&id=ED423426). Retrieved from <http://eric.ed.gov/?q=Transformative+Learning+in+Adulthood&id=ED423426>
- Lieb, S. (1991). [Principles of adult learning](http://wcwpds.wisc.edu/related-training/mandated-reporter/resources/adult_learning.pdf). Retrieved from http://wcwpds.wisc.edu/related-training/mandated-reporter/resources/adult_learning.pdf

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.

Integrated Materials

Book

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

Tennant, M., & Pogson, P. (2002). *Learning and change in the adult years: A developmental perspective*. San Francisco, CA: Jossey-Bass.

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.

- Cercone, K. (2008). [Characteristics of adult learners with implications for online learning design](#). *AACE Journal*, 16(2), 137–159.
- Chan, S. (2010). [Applications of andragogy in multi-disciplined teaching and learning](#). *Journal of Adult Education*, 39(2), 25–35.
- LeNoue, M., Hall, T., & Eighmy, M. A. (2011). [Adult education and the social media revolution](#). *Adult Learning*, 22(2), 4–12.
- Minter, R. L. (2011). [The learning theory jungle](#). *Journal of College Teaching and Learning*, 8(6), 7–15.
- Stewart, K. (2009). [Lessons from teaching millennials](#). *College Teaching*, 57(2), 111–117.

Unit 1 >> Introduction to the Adult Education Movement

Introduction

In the ancient world, the focus of teaching was on adults. However, the focus changed from teaching adults to children in the centuries that followed the Greek and Roman era. As a result, the art and science of teaching adults was lost to the Western world for centuries.

This ancient way of teaching adults, now known as andragogy, made a comeback in Europe in the last century. Malcolm Knowles, a prominent theorist, popularized this movement in the United States. He studied adult learners and noted the techniques and practices of teachers that worked best in adult learning. You will learn more about this foundational theory in Unit 2.

In this course, you will be able to:

- Identify and describe the foundations of adult education movement.
- Examine the key theories and theorists.
- Understand how to apply the principles of adult learning to your work with adult learners.

For best results, you will be introduced to theories, principles, and practices that will help you understand how adults learn and how best to enhance programs to assist adult learning.

In this course, read the following:

- Knowles, Holton, and Swanson's text *The Adult Learner*. The text builds on the original work of Malcolm Knowles, the seminal author behind the foundational theories of adult learning. The text also includes current and emerging theories of adult learning.
- Merriam, Caffarella, and Baumgartner's text *Learning in Adulthood*. Known to be one of the leaders in the field of adult education, Dr. Merriam is known for synthesizing, explaining, and elaborating on the various theories and models of adult education. She has also been a part of the board of directors of Capella University for a number of years.
- Laura Materna's book *Jump Start the Adult Learner: How to Engage and Motivate Adults Using Brain-Compatible Strategies*. The text is key for understanding brain-based research, especially in ways that affect learning and growth. Brain-based research provides the foundation necessary to understand how the brain works.
- Patricia Cranton's text *Understanding and Promoting Transformative Learning: A Guide to Educators of Adult*. The text focuses on transformational learning, one of the most popular adult learning theories. In this theory, educators encourage adult learners to embrace the transformations that occur when new assumptions and beliefs are adopted.
- Dr. Stephen Brookfield's text *Becoming a Critically Reflective Teacher*. The course also includes some videos in which Brookfield provides further insight into his theories.

In the course, you will be provided with the following learning opportunities:

- Guided direction in studying, comparing, and analyzing the applicability of the top theories and principles in the field of adult learning. Once you understand these, you can consider how to adapt these to your own field.
- Exposure to two tracks of knowledge:
 - **Theories within the field of adult education:** You will learn the professional and scholarly information necessary to establish yourself in the adult learning field. This is the primary focus of the course. Each week you will be asked to summarize, compare, and analyze theories of adult learning and apply them to your field.
 - **Personal Reflection:** You will analyze your personal teaching philosophy and your own practice of adult learning. You will reflect on your experience as a learner and how it has influenced your practice as a teacher. You will also reflect on your practice as an educator and consider potential solutions to challenges you have identified in your practice. In this process, you will also have the opportunity to develop your own adult learning philosophy.

Many experts believe that our personal education philosophy usually develops haphazardly and is often based on the teaching techniques of those who taught us in our youth and college years. These exercises offer the opportunity to choose the best practices.

Learning Activities

u01s1 - Studies

Readings

In your *Learning in Adulthood: A Comprehensive Guide* text, complete the following:

- Read Chapter 1, "The Social Context of Adult Learning," pages 5–26. This chapter discusses the influence of societal factors on adult learning trends.
- Read Chapter 2, "Learning Environments and Learning Concepts," pages 27–52. This chapter discusses the different types of successful learning environments that influence adult learners.
- Read Chapter 3, "Adult Learners: Who Participates and Why," pages 53–78. This chapter defines the different aspects of the adult learner and discusses why some adults are drawn to continuing education.
- Read Chapter 11, "Traditional Learning Theories," pages 275–297. This chapter introduces some of the traditional theories studied by scholars in the field.

In *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*, complete the following:

- Read Chapter 2, "Exploring the World of Learning Theory," pages 8–17. This chapter provides more context on the definitions of *theory* and *learning*.
- Read Chapter 6, "Theories of Learning," pages 97–111. This chapter introduces some of the scientific theories of learning.

Optional Readings

Use the Capella University Library to complete the following:

- Read Cercone's 2008 article, "Characteristics of Adult Learners With Implications for Online Learning Design," from *AACE Journal*, volume 16, issue 2, pages 137–159.

u01s2 - About Your Assignments

In the course, you will complete four assignments in which you need to apply and assess the materials learned. Each of these assignments provide you with the opportunity to apply the course competencies. The assignments include:

1. **Assignment 1—Andragogy and the Principles of Adult Learning:** The purpose of this assignment is to evaluate the foundational adult education theories. In order to define the best practices that emerge from seminal theories, it is important to examine the history of your field. In addition, also examine the thinking that created it to fully understand the emergence of the adult learning principles. This will help in the process of determining the best of these ideas and incorporating them into educational practice.
2. **Assignment 2—Learning Autobiography and Personal Philosophy:** First, complete your learner autobiography by reflecting on your personal learning experiences from childhood through graduate school. Second, integrate your individual learning experience with theories and principles of adult learning to reveal your personal teaching philosophy.
3. **Assignment 3—Integrating Learning Theories with Personal Philosophy:** For this assignment, you will continue to evaluate adult learning theories. Research and consider how these adult learning theories align with the personal philosophy you created in the Learning Autobiography and Personal Philosophy assignment.
4. **Assignment 4—Application of Theories, Principles, and Philosophy to Teaching Practice:** For this assignment, you will have the opportunity to synthesize theory and personal philosophy to create a learning environment grounded in adult learning principles.

u01d1 - Teaching Adults

In this course, you will be learning about adult learning theory in detail. You might have already encountered some of the theories in your academic journey even if you do not know the exact definition. Consider the following for this discussion:

- What do you already know about what it means to teach adult learners?
- What learning environments are already there in your field?
- What are the characteristics of adult learners in your field?

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learner.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Foundational Learning Theories for Adults

In the studies for this unit, you were introduced to several chapters that define learning and learning theories that were popular in the last century. For this discussion, write a description of learning. Refer to the history and theories that struck you the most. Then, use the readings to explain your personal view of learning.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 2 >> History of Andragogy and Seminal Theorists

Introduction

Taylor, Marienau, and Fiddler (2000) stated, "Development of ourselves as educators mirrors our individual development in that it is always open to revision and reframing" (p. 317). Thus, in order to be open to revision and reframing, we must embark on a journey of self-discovery. We begin by answering such questions as "How do I teach?" and "What are the assumptions I have built my practice on?" As a result of critically reflecting on our teaching, we ultimately nurture the development of our learners and ourselves.

In this unit you will gain foundational understanding of learning theory from a developmental perspective. You will also begin a critically reflective journey by starting an autobiographical reflection of your educational experiences throughout your life. As you reflect on your personal learning experiences, you should consider how these influence your own teaching practices.

Contemporary theorists contend that adults develop intellectually and cognitively in a qualitatively different way from children and adolescents. The field of adult education is based on the premise that people learn differently in adulthood as compared to childhood or adolescence. This unit's readings introduce the characteristics of adult learning drawn together over the last century by adult learning experts. In addition, the readings will introduce you to the foundational theory in adult education—the theory of andragogy, known simply as the art and science of helping adults learn.

In this unit, Dr. Brookfield encourages us to look at our own adult development by introducing us to the learning autobiography. He discusses how adults learned how to learn, and the factors that influenced the learning. Of course, the ultimate purpose of all our self-reflection is to understand ourselves as educators. How does our knowledge of adult development inform us as educators? And how does it inform our own history and our current practice?

Parker Palmer, in his essay, *The Heart of a Teacher*, eloquently states:

Teaching, like any truly human activity, emerges from one's inwardness. Viewed from this angle, teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge and knowing myself is as crucial to good teaching as knowing my students and my subject.

References

Palmer, P. (n.d.). *The heart of a teacher*. Retrieved from <http://www.couragerenewal.org/parker/writings/heart-of-a-teacher>

Taylor, K., Marienau, C., & Fiddler, M. (2000). *Developing adult learners: Strategies for teachers and trainers*. San Francisco, CA: Jossey-Bass.

Learning Activities

u02s1 - Studies

Readings

In *The Adult Learner*, complete the following:

- Read Chapter 3, "Andragogy: A Theory of Adult Learning," pages 18–50. This chapter discusses the history of adult learning and introduces the foundational theory in the field of andragogy.
- Read Chapter 7, "Theories of Teaching," pages 112–148. Read this chapter to understand the evolution of learning theories. It is not necessary to learn each theory in detail. But it is recommended to read the first couple of paragraphs on each theory and then read five of the theories or theorists that most interest you in detail.
- Read Chapter 4, "The Andragogical Process Model for Learning," pages 51–71. This chapter discusses process versus content models.
- Read Chapter 5, "Andragogy in Practice: Expanding the Usefulness of the Andragogical Model," pages 72–94. This chapter introduces different presentations of andragogy.

Optional Readings

Use the Capella library to complete the following:

- Read Minter's 2011 article, "[The Learning Theory Jungle](#)," from *Journal of College Teaching and Learning*, volume 8, issue 6, pages 7–15.

Multimedia

View [Principles of Andragogy](#).

u02s2 - Learning Autobiography: Preparation

Dr. Stephen Brookfield introduces us to a neglected lens of critical reflection: the autobiography. Dr. Brookfield proposes that our experience as learners have a profound influence on how we teach. In this audio presentation, he discusses the learning autobiography, an important tool for gaining understanding about our own learning and teaching processes.

The information in this audio will help you reflect on your own experience as a learner. You will use these reflections in a discussion post for this unit, and in your learning autobiography paper, due in Unit 5.

After listening to the audio by Dr. Brookfield, begin formulating ideas and writing the learning autobiography you need to submit in Unit 5. Dr. Brookfield also discusses learning autobiographies in his text.

For detailed instructions on how this assignment will appear in its final form, refer to the Unit 5 assignment and the Learning Autobiography Scoring Guide.

Multimedia

Listen to the audio presentation [Learning Autobiography](#).

u02d1 - History of Andragogy

For this discussion, consider the following.

1. Briefly describe how the theory of andragogy developed.

- From which fields did it emerge?
- How did it ultimately develop into a popular adult education theory?
- Why do you think this theory gained such popularity and became the foundation for the adult education movement of the twentieth century?

2. In this week's readings, you learned about andragogy.

- Which elements are most applicable to your field?
- How will you use andragogy in your own teaching?

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u02d2 - Learner Autobiography

After listening to Stephen Brookfield's explanation on the importance of our own learning experiences and reading the related chapters in his text (each linked in Resources), briefly share your insights on how you began and continued to learn from grade school through graduate school.

Reflect on how these events have affected your current educational practice. Provide references to Brookfield's teachings and others you find in your outside readings regarding the importance of writing your own learning autobiography. This discussion will help you consider ideas for your learning autobiography assignment.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Learning Autobiography](#) | Transcript

[Becoming a Critically Reflective Teacher](#)

Unit 3 >> Beyond Andragogy

Introduction

In this unit, we move beyond andragogy and consider how this theory became the foundation of new adult learning models and theories. New theories, ideas and principles continue to expand our field as we seek to help our learners. This week's discussions focus on self-directed learning and experiential learning.

Self-direction has been part of the adult education for years. Some theorists believe that self-direction can lead to critical reflection and a transformative learning.

Malcolm Knowles identifies the propensity toward self-direction as one of several unique characteristics of adult learners. Tennant and Pogson (2005), in *Learning and Change in the Adult Years* (p. 122), note that Philip Candy defines *self-direction* as a concept consisting of personal autonomy, as well as the willingness and ability to manage one's own learning.

Stephen Brookfield contends that true self-directed learning occurs only when educators relinquish control and create the conditions necessary for self-directed learning. One such condition is creating a learner-centered experience rather than teacher-centered or subject-centered learning experience. Learning interacts with experience as we ask learners to use their knowledge to make sense of their current learning experiences.

We know that adults learn from their experiences, and that their collective experiences make up a large part of their growth. The course text *Learning in Adulthood* introduces various theories on how we use experience to construct our learning. The readings in this unit examine several viewpoints that are currently debated within the field of adult education. Finally, you will review methods for use by teachers to encourage learning from experiences, as well as a discussion about how the adult education movement is critiquing and building upon these theories.

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.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). Hoboken, NJ: Wiley.
- Tennant, M., & Pogson, P. (1995). *Learning and change in the adult years: A developmental perspective*. San Francisco, CA: Jossey-Bass.

Learning Activities

u03s1 - Studies

Readings

In *The Adult Learner*, complete the following:

- Read Chapter 9, "New Perspectives on Andragogy," pages 169–187. This chapter discusses new perspectives on andragogy that have emerged from research and theory.
- Read Chapter 21, "The Future of Andragogy," pages 321–334. This chapter discusses the concept and philosophy of andragogy.

In *Learning in Adulthood*, complete the following:

- Read Chapter 4, "Knowles Andragogy and Models of Adult Learning by McClusky, Illeris, and Jarvis," pages 79–82. This chapter discusses further efforts to help understand adult learning.
- Read Chapter 5, "Self-Directed Learning," pages 105–129. This chapter discusses the concepts and application of self-directed learning.
- Read Chapter 7, "Experience and Learning," pages 159–186. This chapter discusses the ways we learn from our life experiences.

Article

Use the Internet to complete the following:

- Read Lieb's 1991 article, "[Principles of Adult Learning](#)," pages 1–6. The article offers introductory information on the principles of adult learning.

Optional Reading

Use the Capella library to complete the following:

- Read Chan's 2010 article, "[Applications of Andragogy in Multi-disciplined Teaching and Learning](#)," from *Journal of Adult Education*, volume 39, issue 2, pages 25–35.

Multimedia

View [Major Concepts of Adult Learning](#).

u03a1 - Andragogy and the Principles of Adult Learning

The purpose of this assignment is to evaluate the foundational adult education theories. In order to define the best practices that emerge from seminal theories, it is important to examine the history of our field and the thinking behind the creation of each theory. This also helps in fully understanding the principles of adult learning that emerged from the initial thinking and determine ways of incorporating the best of these ideas into educational practice.

For this assignment, write a paper describing the history of the adult education movement.

- Give a basic background of seminal theorists and their thinking.
- Describe the ideas behind the theory of andragogy that led to the acceptance of the principles of adult learning, which in turn became the foundation for our field.
- Show how the theories have grown and evolved over time.
- Share some of the subsequent theories and models that have become important to this discipline and have been covered so far. Include newer models of andragogy and the theories of self-directed learning and experiential learning.
- Provide examples from your own teaching and learning experiences that exemplify how these theories and principles work to enhance learning in your field, or in other areas of adult life.
- Be sure to properly cite in text and as reference sources from the literature, using current APA formatting guidelines.

When you are finished with your paper, submit it as a Microsoft Word attachment in the assignment area.

Assignment Expectations

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

- Examine the history of adult education.
- Evaluate foundational theories and principles of adult learning, and methods for educating adults.
- Evaluate methods for educating adults considering examples from your own teaching and learning experiences.
- Define best practices that emerge from seminal theories, such as andragogy.
- Communicate knowledge in a manner that is concise, balanced, and logically organized; apply APA 6th edition style and formatting.

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 Style and Format](#)

[Writing Feedback Tool](#)

u03d1 - After Andragogy

In this unit we will look at the principles and theories that have developed after the foundational theory of andragogy. Review what we have covered so far about emerging theories. Describe the history and progress of some newer principles, theories, models, and practices.

Then, have a discussion with your peers in which you share ideas on how you can use these concepts in your own teaching programs. If you are currently not teaching, you can consider your hypothetical future learning environments, or consider a previous learning environment.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

u03d2 - Self-Directed and Experiential Learning

Two of the most popular theories to emerge from the principles of andragogy are:

1. Self-Directed Learning.
2. Experiential Learning.

Describe the nature of these theories in your own words. Then explore any issues or conflicts you may have with these theories or practices as it pertains to your field.

Please refer to your texts, as well as your own teaching and training environment, to provide examples.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Unit 4 >> Adult Development and How Our Brains Learn

Introduction

In this unit, we move our focus from adult learning theories to the physical actualities of how we learn. This unit's readings examine what science knows about our brain, the basic mechanism for learning.

In the text *Jump Start the Learner*, Dr. Laura Materna examines the separate parts of the brain to understand how the brain actually learns. She also provides strategies that can be used to teach this part of the brain. This teaching helps us to realize why each of our brains develop differently and why each of us learn differently. Once we understand this, and we see that a student has trouble with one specific kind of learning, Materna's strategies will give us ideas on how we can help that person with their specific brain need.

This unit's readings also discuss how adults develop physically, cognitively, and emotionally. Understanding this, in addition to understanding the basics of how the brain works, will provide you with a solid understanding of how adult learners process learning and growth.

Learning Activities

u04s1 - Studies

Readings

In *Jump Start the Adult Learner*, complete the following:

- Read the "Preface: The Evolution of Brain-Compatible Learning," pages xi–xiv and "About the Author," page xvii.
- Read Chapter 1, "How the Brain Learns," pages 1–26. This chapter discusses the scientific approach for brain-based learning.
- Read Chapter 2, "Promotion of Learning," pages 27–43. This chapter discusses long-term memory and memory processing.

In *Learning in Adulthood*, complete the following:

- Read Chapter 12, "Adult Development," pages 298–324. This chapter discusses four approaches to adult development.
- Read Chapter 13, "Cognitive Development in Adulthood," pages 351–358. This chapter section discusses the concept of wisdom.

Optional Readings

In your *Learning in Adulthood* text, you may want to complete the following:

- Read Chapter 14, "Intelligence and Aging," pages 359–390.
- Read Chapter 15, "Memory, Cognition and the Brain," pages 391–420.

u04d1 - How the Brain Works

Read *Jump Start the Adult Learner* text, Chapters 1 and 2 (linked in Resources). For this discussion, summarize the basic information about how the brain works. With this in mind, consider how this affects the way we learn as adults. Will this knowledge influence how you teach adults?

Include references to this week's readings in your post.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Jump-start the Adult Learner

u04d2 - Adult Development Into Wisdom

Describe why is it important to understand how adults develop physically, emotionally, and cognitively.

As your readings this week suggest, wisdom evolves over time. Considering this, what is your response to the material describing wisdom? How does this agree or conflict with your own awareness of what it means to be wise?

Include references to your textual readings and outside resources.

Response Guidelines

In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Learning in Adulthood: A Comprehensive Guide

Jump-start the Adult Learner

Unit 5 >> Multiple Intelligences and Learning Styles

Introduction

This unit continues with a focus on brain-based learning. Materna's text provides remarkable insight into how the brain learns. She also provides specific evidence for two of the most popular adult learning theories:

- Multiple Intelligences.
- Learning Styles.

The primary theorist for the theory of multiple intelligences is Howard Gardner. This theory explains how people learn differently according to their individual brain's preferences and are born with different types of intelligences. Some of these types include interpersonal, musical, and kinetic.

The learning styles theory discusses how a person's brain formation contributes to their adapting to different and preferred ways of learning. Once we see how various types of intelligence result from different ways of learning, then we realize the importance of providing multiple strategies for teaching the various learning styles we have developed as adults.

Learning Activities

u05s1 - Studies

Readings

In *Jump Start the Adult Learner*, complete the following:

- Read Chapter 3, "Learning Styles and Multiple Intelligences," pages 47–70. This chapter discusses Gardner's theory of Multiple Intelligences.

In *The Adult Learner*, complete the following:

- Read Chapter 10, "Beyond Andragogy," pages 188–211. This chapter provides further discussion on this foundational theory.

Multimedia

View [Multiple Intelligences](#) to learn more about the theory.

u05a1 - Learning Autobiography

In Unit 2, you listened to a presentation by Dr. Stephen Brookfield (linked in Resources) in which he introduced an often neglected lens of critical reflection: the autobiography. In chapters 3 and 4 of his text, Brookfield proposes that our individual learning experiences have a profound influence on our personal teaching philosophy.

Take a cue from Brookfield to complete this activity:

1. Complete your learner autobiography by reflecting on your personal learning experiences from childhood through graduate school.
2. Integrate your individual learning experience with theories and principles of adult learning to reveal your personal teaching philosophy.

There are two parts to this assignment. For part one, reflect on your personal learning experiences and identify critical learning events. Include responses to the following questions:

1. What aspects of your life affected your development as a learner? Consider experiences from preschool, elementary school, high school, college, and graduate school.
2. Which of these theories, philosophies, and principles were embodied by the teachers you previously had? How did these enhance or inhibit your development as a learner?
3. What insights have you gained from these events that could help you consider the dos and don'ts in your own teaching practice?
4. How have these events affected your current educational practice?
5. What lessons will you consider in your work based on your reflections about your own development as an adult?

Now that you have factored for your foundational learning experiences and reflected on the literature, consider your personal teaching philosophy. How have your individual learning experiences, coupled with your integration of key principles you are learning here, influenced your personal philosophy?

For part two of this assignment, imagine that you are being interviewed for a job as an adult educator. The interviewer asks you to define your personal teaching philosophy. Write a paragraph or two explaining your personal teaching philosophy as you would in a job interview.

Assignment Expectations

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

- Reflect on your personal learning experiences.
- Analyze the potential impact of personal attitudes, beliefs, and behaviors on individual teaching practice.
- Identify events that have influenced your personal philosophy.
- Integrate individual learning experiences to create a personal teaching philosophy.
- Communicate knowledge in a manner that is concise, balanced, and logically organized. Apply current APA style and formatting.

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

[Learning Autobiography](#) | Transcript

[Writing Feedback Tool](#)

u05d1 - Styles of Learning and Types of Intelligence

Learners have different preferred learning styles. In addition, there are many different types of intelligence based on brain development. Adult education theory and practice suggests that teachers should take these concepts into account when designing and teaching learning programs for adults.

This week's readings provide a unique perspective on two major learning theories:

- Multiple Intelligences.
- Learning Styles.

Based on the material presented in the assigned readings, briefly review these two theories.

Then, provide your analysis of Materna's ideas regarding how each brain develops differently, which in turn explains why people learn differently and excel in different modes of understanding. Do you agree with this perspective, and does it add to or change your view of the value of teaching to learning styles and multiple intelligences? Refer to your texts and any outside readings on these theories.

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*](#)

u05d2 - Self-Assessment

Now that you are midway through the course, take some time to assess your current knowledge level regarding the course materials.

1. Identify which of the current theories you are most comfortable with.
2. Identify which of the current theories you still have questions about.
3. Analyze your current teaching and learning practice in light of the course material.

Response Guidelines

You are not required to respond to your peers, but you are encouraged to share your ideas.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 6 >> Multicultural Ways of Knowing

Introduction

This unit's readings by Merriam, Caffarella, and Baumgartner introduce the concept of "knowing versus thinking." In this unit, you will learn about embodied (or somatic), spiritual, and narrative learning, as well as several ways of knowing practiced by adults in cultures around the world. A major interest in the field of adult education is the integration of cultural diversity into teaching theory. In this unit, you will be introduced to non-Western ways of knowing. This unit's reading into non-Western perspectives include the ways of knowing that are natural within Islamic, Asiatic, African, Inuit, Native American, Hindu, and other cultures and traditions.

Embodied learning is learning by recognizing and understanding the signals given by our bodies. For example, if something is going wrong, we recognize the signals or signs sent by the body—sweaty palms, quickened heart beats, nausea, and so on. What is our body trying to tell us? How can we use these signals in a positive way to learn about ourselves? Some cultures have received, accepted, and interpreted our body's wisdom more than the Western society.

Narrative learning is learning through storytelling. This is a very popular form of learning around the world. It is also one of the oldest forms of learning, as for years, most historical events were communicated through stories passed down through generations.

Another type of learning is spiritual learning. The Merriam et al. text includes a quote from Carl Jung:

As adults move into midlife and beyond, there is an inward turning to contemplate the meaning of life and spiritual aspects of oneself. . . all participants, irrespective of gender and cohort, increased significance in spirituality between late middle and older adulthood.

This form of learning has made a resurgence in popular culture, and current adult education theories are also following this trend.

Why has it taken so long for our primarily Western thought-based adult education movement to discover and care about other, very different ways in which people take in and assimilate new information and grow? Our text quotes Rains.

'Western' knowledge production—it is self-contained, self-sustaining, handy, convenient and even tinged with a sense of righteousness. Hermetically sealed, the closed system of 'Western' knowledge production has been institutionalized in a matter of several hundred years, to such a degree as to dismiss indigenous knowledge based on thousands of years of experience, analysis and reflection as primitive.

In acknowledging these forms of non-Western types of knowing, we permit ourselves to honor our innate ways of knowing.

Reference

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). Hoboken, NJ: Wiley.

Learning Activities

u06s1 - Studies

In your *Learning in Adulthood* text, complete the following:

- Read Chapter 8, "Embodied, Spiritual and Narrative Learning," pages 187–216. This chapter discusses non-Western ways of processing learning.
- Read Chapter 9, "Learning and Knowing; Non-Western Perspectives," pages 217–240. This chapter further discusses non-Western approaches to adult education.

Multimedia

Complete [Cultural Ways of Knowing Map](#).

Listen to the audio [Native American Ways of Knowing](#).

u06d1 - Ways of Knowing

This discussion is about different ways of knowing. In the United States, we tend to "know" through thinking while in other cultures "knowing" comes from other ways, such as spiritual or physical. To "know" spiritually is to gain knowledge by connecting with the inner spirit. Also, one can "know" through narrative or storytelling.

For this week's discussion, consider different times in your life in which you have experienced each of these ways of knowing. Discuss the situation. Do you feel this way of knowing is as valid as thinking?

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d2 - Non-Western Ways of Knowing

Review the non-Western ways of knowing you learned in this unit. Which ones struck you as being relevant to your field? Which ones can be integrated into your personal educational philosophy?

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 7 >> Transformational Learning

Introduction

One of the most popular theories in adult education is the theory of transformational learning. This theory is based on the idea that adults are often not only informed but also transformed through learning. This transformation may occur due to interaction with the ideas and content of a course. It may also

occur when there is realization that old ideas are no longer helpful to the emerging person's educational growth. The transformation can be directly due to interaction with an instructor, or the teacher within each one of us.

The emergence and popularization of this theory is in many ways related to Dr. Stephen Brookfield. Dr. Jack Mezirow is recognized as the creator and chief proponent of transformational learning theory in adult education. He was influenced by Brookfield's work on critical thinking and critical reflection, which became the fertile ground for taking transformational learning theory to the next level. Brookfield and Mezirow have published together on some of the subjects we are working with in this course. Eventually, the field of adult education acknowledged the important work Mezirow has done to show what happens when adults' learning—through critical self-reflection and asking questions about the world around them—moves them into the state of transformation.

Patricia Cranton, in *Understanding and Promoting Transformative Learning* (2016), explains, "Essentially, I follow Mezirow's (2012) definition of transformative learning as a process by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are questioned and therefore become more open, permeable, and better validated" (p. 2). We will use her text to learn more about this type of learning.

Transformational learning, like critical theory, is also based on the idea that adults prefer to direct their learning process. As they do this, it is not uncommon for them to critically examine their personal life, decisions, and the way they live their life. They may suddenly find themselves in a new space where things do not appear as they used to. In some cases, people can move into this same mental space when something unexpected occurs in their life. Cranton provides an explanation.

When something unexpected happens, when a person encounters something that does not fit in with his or her expectations of how things should be, based on past experience, the choices are to reject the unexpected or to question the expectations. When people critically examine their habitual expectations, revise them, and act on the revised point of view, transformative learning occurs (p. 15).

Reference

Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice* (3rd ed.). Sterling, VA: Stylus Publishing.

Learning Activities

u07s1 - Studies

Readings

In your *Understanding and Promoting Transformative Learning* text, complete the following:

- Read Chapter 1, "The Context of Transformative Learning," pages 1–14. This chapter discusses transformative learning as part of the broader field of adult learning.
- Read Chapter 2, "The Origins of Transformative Learning Theory," pages 15–29. This chapter discusses the theory of transformative learning.
- Read Chapter 5, "Individual Differences," pages 47–60. This chapter discusses the ways in which an individual processes information.
- Read Chapter 6, "Educator Roles," pages 78–90. This chapter discusses the ways in which adult educators continually revise their roles.

Use the Internet to complete the following:

- Read Imel's 1998 article, "[Transformative Learning in Adulthood](#)."

Optional Readings

In your *Learning in Adulthood* text, complete the following:

- Read Chapter 6, "Transformational Learning," pages 130–158.

u07a1 - Integrating Learning Theories with Personal Philosophy

For this assignment, you will continue to evaluate adult learning theories. In the assignment Andragogy and the Principles of Adult Learning, you described the foundational theories in the field of adult education. For this paper, you will study the current research theories in the field of adult learning. Next, consider how these align with the personal philosophy you created in the assignment Learning Autobiography and Personal Philosophy.

For this assignment, write a paper evaluating how the adult brain learns. In addition, also evaluate the brain-based science behind theories surrounding multiple intelligences and learning styles, multicultural ways of knowing and learning, experiential learning, transformational learning and other theories surrounding adult learning.

Then, analyze how these theories fit with your own personal teaching philosophy. Consider the following:

- Which theories most align your personal philosophy?
- Which work well for learning in your field?
- Why does the theory work well? Provide examples from your life, work, and literature.

Assignment Expectations

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

- Describe current research in adult learning theory.
- Compare and contrast individual adult learning theories.
- Analyze theories which most align with your personal teaching philosophy.
- Communicate knowledge in a manner that is concise, balanced, and logically organized; apply current APA style and formatting.

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

Course Resources

[Writing Feedback Tool](#)

[APA Style and Format](#)

u07d1 - Classroom Conditions for Transformative Learning

Transformative learning requires in-depth personal exploration. Discuss this theory and explain how it evolved from the principles of adult learning. How could you assist people through their transformation in your classroom? If you do not teach, then reflect on circumstances where you know this is occurring, or envision what might happen in your future classroom.

Be sure to speak from your own experience. In addition, share what you have found interesting as you researched online.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u07d2 - The Instructor's Role

After studying transformative learning, what do you see as the role of the instructor in establishing transformational learning? Should the instructor try to cause a learner to go through transformation? Or is it the role of the instructor to provide a classroom environment that will encourage students when they go through the trials and inevitable changes that accompany any transformational learning experience?

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Unit 8 >> Critical Adult Education

Introduction

In this unit, we will briefly review several emerging theories in the field of adult education. These theories developed out of a critical examination of what adults face as they seek to learn, grow, and evolve into the person they want to be.

After reading your text, especially the section in Chapter 10 that explains critical theory, you will be introduced to some of the challenges that experts in our field have noted, and invited to do more study regarding the effects of some of these. These include:

Empowerment Versus Oppression

The best known voice who spoke out in the early decades of the adult education movement was Paulo Freire who exposed what he called the "banking" method of education wherein a teacher "deposits" information into a learner whose only job is to receive, be filled with, and properly store that information.

He says, "The banking concept of education regards men as adaptable, manageable beings. The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result in their intervention in the world as transformers of the world." (p. 22). A good percentage of those who have studied his writings have been captured by his insistence that once we look beyond the "ideal" of adults learning and growing in freedom, we find that societies all over the world, including our own, repress learning. Wisdom brings power, and those who have power have a hard time surrendering this to their constituents.

Perspectives of Race and Class on Adult Learning

Racism continues to be an issue in adult education institutions in our time. Thus, critical adult educators cannot ignore this lens. Race issues in adult education are based on the contention that people fall into categories based on physical characteristics, and that these also define abilities such as intelligence, ability to learn, and effectiveness in performance. Unfortunately, while these concepts are based on historical and social programming, they continue to be harmful to adults all over the world whose learning and ability to practice their wisdom is compromised. "Afrocentric" is a newer framework of interest in our field; it proposes that adult educators should encourage learning strategies based on traditional African values and traditions, rather than follow the Eurocentric norm. Classism is also an area that deserves our study in this unit.

Postmodernism and Adult Learning

Postmodernists describe the world we live in today as highly uncertain and untrusting. It is as if the high degree of information thrust upon us these days are affecting how we learn, what we believe, and how we hold on to our skepticism. Interest in these societal movements has encouraged the popularity of certain theories and practices in adult education. The many types of diversity we encounter has become a major topic for adult educators today.

Feminist Learning Theory

Feminist theory places women's issues and those related to gender in the center of the discussion of education. Issues of inequality in the workplace, social relationships, politics, and philosophies are of primary interest. In the adult education circle, feminist theory has also encouraged the study of feminine ways of knowing such as "connected knowing" and "maternal thinking." Stephen Brookfield points out in "Theoretical Frameworks for Understanding the Field" published in the 2010 edition of the *Handbook of Adult and Continuing Education*, that feminist theory also recognizes "that learning is holistic, involving emotional, spiritual and kinetic dimensions just as much as cognition" (p. 76).

Radical Adult Education

Radical adult education refers to adult education focusing on some kind of social transformational element. This has now grown into a group of philosophies that promote life-long learning for adults in the extreme: this would mean that all adults in every country in the world be given the freedom and tools to continue to learn, grow, and strive for individual and collective emancipation and actualization without interference from governments. In their most recent book, *Radicalizing Learning*, Stephen Brookfield and John D. Holtz call for "a total rethinking of what the field of adult education stands for and how adult educators should assess their effectiveness. Arguing that major changes in society are needed to create a more just world, the authors set out to show how educators can help learners envision and enact this radical transformation" (Cover).

For the unit discussions, you will have the opportunity to work in groups to study one of these contemporary issues in adult education. Your group will be responsible for studying whatever resources you can find on your adult education issue to better understand how some people feel it is impacting adult education classrooms today. You will spend one week together with your peers addressing your specific topic of interest, after which each group will

prepare a written report of your findings. These will be posted in Unit 9 so that each member of the class can have a chance to read and respond to each groups' report.

References

Brookfield, S. G., & Holst, J. D. (2012). *Radicalizing learning: adult education for a just world*. San Francisco, CA: Jossey-Bass.

Freire, P. (1970). Pedagogy of the oppressed. In Merriam, S. B., & Grace, A. P. (Eds.). (2011). *The Jossey-Bass reader on contemporary issues in adult education*. San Francisco, CA: Jossey-Bass.

Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). *Handbook of adult and continuing education*. Thousand Oaks, CA: Sage Publications.

Merriam, S. B., & Grace, A. P. (2011). *The Jossey-Bass reader on contemporary issues in adult education*. San Francisco, CA: Jossey-Bass.

Learning Activities

u08s1 - Studies

Reading

In your *Learning in Adulthood* text, complete the following:

- Read Chapter 10, "Critical Theory, Postmodern and Feminist Theory," pages 241–270. This chapter discusses the various forms of adult learning theory.

Optional Reading

As the focus of this unit is looking at radical ideas in education, your group may want to review the Table of Contents of your text *Becoming a Critically Reflective Teacher* to see if your group's radical education issue may be present to add to your research.

u08d1 - Adult Learning Theories

For this unit, your instructor will set up study group discussion threads for the following adult learning theories. You can select and join one of the following groups with the topic that most interests you:

- Theories about power in the education of adults.
- Post Modernism and Adult Learning.
- Feminist Learning Theory.
- The effects of race and class on adult learning.
- Radical adult education.

You are asked to join one of these groups to research, study, understand, and communicate with peers. You should communicate with the entire class regarding what you have discovered from the current discussions taking place on your chosen topic. In addition, you should also communicate your ideas and tips on how to help learners when faced with some of the situations discussed in this unit.

For this discussion, you will do the following:

1. Join a group within two days of the unit opening.
2. Meet with your group and choose a specific topic within the unit.
3. Share what you already know about the selected topic and discuss what interests you about this topic.
4. Decide how to move the collective research forward. **Note:** One group member should volunteer to be the group leader. This involves consolidating the contributions of each group member into a report by Sunday night.
5. Decide how your group will complete the research. For example, will you all research for one day? Will you also choose different topics within this topic?
6. As an individual, create an outline of the types of data you are searching for, as well as a research methodology, using your textbooks, articles from the readings, and other articles available in the Capella University Library and on the Internet.
7. Write a short report on your individual topic. Send the report to the group leader for inclusion in the final report.
8. Come together—on the phone if necessary—to share what you have learned, and decide how the group will share your findings in a written report, a video, or audio file, or in whatever form you want to share your information with others.

9. After completion of all work, have one of your group members place your final group report under the appropriate thread in Unit 9 and send a report to the instructor regarding the activity participants. Name your report [name of applicable learning theory].
10. All reports must be published by Sunday evening. Discussions of your reports will continue into the next unit. After all reports have been published in the Unit 9 threads, each group member is expected to read and respond to each of the reports (except for their own).

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learner.

Course Resources

Graduate Discussion Participation Scoring Guide

[Capella University Library](#)

Unit 9 >> Teaching to Enhance Learning

Introduction

By now we are ready to focus on ways to apply our theoretical understanding to teaching. We have touched on excellent strategies for learning and teaching. Now we turn to Stephen Brookfield to guide us as we transform our knowledge of learning into teaching programs.

Brookfield prepared this unit's media presentations specifically for Capella learners. He suggests that our teaching should not simply meet the needs of our students, it should come from our authentic selves and act as a catalyst for our own growth. His advice for us is to continually reflect on our experiences and ourselves, and to continually challenge ourselves to know the truth about the impact we are having on our learners. We should also consider how we are changed and transformed by the very process of sharing what we know with others.

One of the most unusual points that Brookfield makes is on his teaching on "imposter syndrome." This happens to many new and even experienced teachers who realize, after critical reflection on their feelings about their work, that they may really not know what they are doing, and that one day they are likely to be found out!

Brookfield quotes the authors of a study on the social realities of teaching.

There is a general lack of confidence, a persuasive feeling of vulnerability. . . Such feelings are made worse because of the privacy ethic. There is no safe place to air one's uncertainties and to get the kind of feedback necessary to reduce the anxiety about being a good teacher (p. 229).

Brookfield teaches about a number of other methods for self-reflection throughout his text. Use this unit to integrate what you have learned thus far about learning and then get in touch with your own sense of self as one who truly can assist others in their learning journey.

Reference

Brookfield, S. D. (2017). *Becoming a Critically Reflective Teacher* (2nd ed.). San Francisco, CA: Jossey-Bass.

Learning Activities

u09s1 - Studies

Readings

In your *Becoming a Critically Reflective Teacher* text, complete the following:

- Read Chapter 4: "The Four Lenses of Critical Reflection," pages 61–76. This chapter reviews more lenses (after self-reflection and the autobiography) that can aid your understanding of where you stand as a teacher.
- Read Chapter 6: "Seeing Ourselves Through Students' Eyes," pages 97–113. This chapter offers excellent ways in which a teacher can discover how his or her students see them and their work.
- Read Chapter 9: "Using Personal Experiences," pages 153–170. This chapter will offer ways in which you might use your personal experience in teaching with good results.

In your *Jump Start the Adult Learner* text, complete the following:

- Read Chapter 4, "Preparing the Brain to Learn," pages 71–88. This chapter introduces ideas like aroma, music, and creative visualizations.

Note: Throughout the *Jump Start the Adult Learner* text, Materna includes teaching tips. You might want to consider some of these for your final assignment.

Optional Reading

In your *Becoming a Critically Reflective Teacher* text, complete the following:

- Read Chapter 11, "Incorporating Social Media and Back-Channel Communication," pages 189–204. This chapter reviews modern ways of communicating outside of the classroom.

Use the Capella library to complete the following:

- Read LeNoue, Hall, and Eighmy's 2011 article, "[Adult Education and the Social Media Revolution](#)," from *Adult Learning*, volume 22, issue 2, pages 4–12.
- Read Stewart's 2009 article, "[Lessons from Teaching Millennials](#)," from *College Teaching*, volume 57, issue 2, pages 111–117.

Multimedia

Listen to Dr. Brookfield's discussion [Becoming a Critically Reflective Thinker](#).

Complete [Critical Incident Questionnaire](#).

u09a1 - Application of Theories and Philosophy to Practice

In the course, you have learned about adult learning theories and principles. You have also considered how these relate to your individual learning experience as you created your own unique teaching philosophy. For this assignment, you will have the opportunity to synthesize theory and personal philosophy to create a learning environment grounded in adult learning principles.

For this assignment, consider a learning program in which you currently teach or have taught. If you do not teach currently, consider a program you would like to develop or teach in the future. Then:

1. Write a description of the program.
2. Apply the principles of adult learning you have learned in the course to this program.
3. Consider the following:
 - How would you change the program considering these principles?
 - What might you change about the learning environment?
 - How would you work with the learners in this program to reflect principles of adult learning?
 - How can you improve the current program considering both theories and principles that are best for adult learning?
 - Discuss the importance of respectful interactions among teachers and students.
4. Finally, apply your personal philosophy to this program. How would you ensure that the program reflects your personal learning philosophy?

Assignment Expectations

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

- Apply the principles of adult learning covered in the course to a learning program.
- Demonstrate how to model principles of adult learning when interacting with learners.
- Discuss the importance of respectful interactions among teachers and students.
- Synthesize theory and personal philosophy to create a learning environment grounded in adult learning principles.
- Communicate knowledge in a manner that is concise, balanced, and logically organized; apply current APA style and formatting.

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.

[Writing Feedback Tool](#)

[APA Style and Format](#)

u09d1 - Critical Reflection for Teaching

In this unit's readings, Brookfield discusses how to apply personal philosophy to create an effective teaching practice. What are some of the ideas that stand out the most to you? How will you incorporate your philosophy into your teaching practice? In your own teaching practice, what are some ways you can encourage critical reflection?

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Becoming a Critically Reflective Teacher](#)

u09d2 - Teaching Based on Brain Research

Materna discusses how to teach to different parts of the brain. Provide one or two examples of how you could create a lesson plan for students in your field that targets a specific part of the brain.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u09d3 - Adult Learning Discussion

In Unit 8, you worked in small groups to create reports about a specific learning theory. Your group leader should post these reports in the discussion thread by Sunday night. Read and respond to all other group reports.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Unit 10 >> Applying Theories to Practice

Introduction

As you conclude your study of the theories and methods for teaching adults, you now have the opportunity to apply some of these strategies to create a new learning program or to adjust one that you are already teaching.

In addition, you will reflect on what you have learned both academically and personally in the course. You are encouraged to continue to study the theories as you move through your program, and to hopefully create one of your own.

Learning Activities

u10s1 - Studies

Readings

In your *Becoming a Critically Reflective Teacher* text, complete the following:

- Read Chapter 10, "Learning from Theory," pages 171–180. This chapter will help put the theories you have learned into a context that allows respect for the theoretical process into your future.

In your *Understanding and Promoting Transformative Learning* text, complete the following:

- Read Chapter 7, "The Importance of Power," pages 91–104. This chapter discusses ways in which educators can empower their students to transform.
- Read Chapter 8, "Fostering Critical Self-Reflection and Self-Awareness," pages 105–121. This chapter discusses how educators can create an environment conducive to learning.
- Read Chapter 10, "The Educator's Transformative Process," pages 138–150. This chapter discusses how adult learning is transformative for both the learner and the educator.

u10d1 - Reflections on Your Education Journey

Using some of the reflective techniques you learned from our texts, spend some time this week reflecting on your journey as an educator. Begin with your own story, which you reviewed in your autobiography. Then, reflect on your reactions to the many theories, principles, and great ideas about how the brain works. Describe ways you can encourage learning both for yourself and for you own students as you become mentors of others' learning journeys. What appears as the most important to you now?

Include references to our texts and your outside studies, as well as anything you encountered in discussions with faculty and other students.

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d2 - Course Assessment

For this discussion, address the following:

- What were the three most significant areas of learning for you in this course? Share at least one question this course has generated.
- In what ways have you translated the concepts and skills learned in this course to practical, everyday use?
- What would you suggest be changed for future sections of this course?

Response Guidelines

Respond to the post of at least two or more learners. In your substantive comments to at least two other learners, expand and add depth to their initial posts. In your comments, identify information in the reading material that supports or refutes the position taken by the learners.

Course Resources

Graduate Discussion Participation Scoring Guide