

Central Washington University
College of Education and Professional Studies
Department of Family and Consumer Sciences

FCSE 421 — Adult Education

Spring 2006 – MWF 11:00 to 11:50 am
MI 106

Instructor: Dr. Marla Wyatt
Office: Michaelsen 132
Phone: 963-2773
E-mail: wyattm@cwu.edu
Office Hours: MTWTh 10:00 to 10:50 a.m.; T 2:00 to 3:50 pm; and Th 1:00 to 2:50 p.m.; you are welcome to call or stop by outside of these times if I am available

Text: Galbraith, M.W. (Ed.). (2004). *Adult learning methods: A guide for effective instruction*. (3rd ed.). Malabar, FL: Krieger.

Course Goal: The goal of this course is to provide subject matter specialists with an introduction to adult learners in the classroom as well as informal settings. We will examine the stages of adulthood from a personal and professional perspective, with the emphasis on using this information to increase facility in working with adults.

Course Objectives:

1. Identify the nature, purpose, and function of adult education.
2. Relate adult development theory to practice.
3. Plan and conduct learning experiences for adults.
4. Analyze and evaluate educational experiences with effective educational strategies, visuals, and techniques.
5. Identify the range of adult learning processes and styles, and how to adapt educational materials to accommodate these differences.
6. Apply motivational methods as part of the process of being an adult educator.
7. Develop the skills to initiate the use of advisory groups for planning, implementing, and evaluating adult learner programs

Assessment:

Grades will be based on total points earned divided by total points possible according to the following categories:

Book Review	50 points
Presentation	50 points
Midterm	50 points
Chapter Critique	50 points
Final	<u>100 points</u>
	300 points

Grades will be based on the following percentages:

A = 100 - 94%	B- = 83 - 80%	D+ = 69 - 67%
A- = 93 - 90%	C+ = 79 - 77%	D = 66 - 64%
B+ = 89 - 87%	C = 76 - 74%	D- = 63 - 60%
B = 86 - 84%	C- = 73 - 70%	F = Below 60%

FCSE 421 Class Assignments

- I. Midterm (Friday April 28th). There must be **extenuating circumstances** for late exams to be given.

You will have the class period to write your responses. Your notes should be in your head and on one (front side only) **3x5** card. Not on paper! The card is to be turned in with the test!

Select 2 of the many human development/educational theorists (see packet) who include adults within their theoretical/research work. **These individuals should have been discussed in class.** Compare and contrast their approaches. Indicate which you find to be the best guidelines or what best fits your own style and why. Be sure to give different, yet specific examples when/where necessary (see attached Criteria Sheet).

- II. Book Review: Assignment due Wednesday May 10th – Three points will be deducted for everyday an assignment is late up to three days, after that no credit will be given.

Select one copy of a book in the following series:

LC 5251 N48 New directions for adult and continuing education. (Also called New directions for continuing education.)

LB 2331.72 N48 New directions for higher education. (Also called New directions for community colleges.)

LB 1025.2 N456 New directions for teaching and learning.

LA 227.3 N43 New directions for institutional research.

H62 A1 N4 New directions for program evaluation.

LB1027.5 N48 New directions for student services.

Each volume number is an edited collection of papers on a particular aspect of adult education. Find an up to date (1999-2006) volume that is of interest to you and read the essays that make up its content. You may have to search the stacks as well as the periodical section of the library and/or ask for help finding current issues (they really do exist).

The book review that you turn in should meet the following criteria (see attached Criteria Sheet):

1. Your paper should be 4 - 5 pages; typed (double spaced) using APA (5th edition) Format and Reference style.
2. Identify the material cited with a correct reference(s) entry on a separate page at the end of the paper (APA 5th edition format).
3. Summarize briefly the major ideas, points of view, and contentions of the author/authors.
4. Select one of the chapters/papers from the edition and relate it to your

work/career expectations.

- a. What are your career/work goals?
- b. How will this information be useful to you in your career and why?
- c. What is your personal reaction to the author's work.

- III. Presentation (50 points possible; presentations are to be 12-15 minutes in length). There must be **extenuating circumstances** for presentations to be made up/changed. To better understand this process and to have the opportunity to explore the topics, each student in the class will select one strategy to present to the class. The idea is to Teach and Demonstrate the strategy. For instance, strategy #1 is "Allow For Introductions" . I will demonstrate this strategy so you will understand what is expected.

You are to use a minimum of two audio visuals per presentation. These could be an overhead, a handout, a poster, mounted picture, slides, game, or whatever is appropriate to involve the class in the strategy. **You will need to draw on outside resources (beyond the textbook) to be effective.**

There are 60 (really 59) strategies for you to choose from. I suggest that you review the topics for choices, then be prepared on Friday April 7th to make your selections. SEE YOUR PACKET and SYLLABUS!! Please have some options in mind in case your choice is selected by someone else. We will present the strategies in order. Those strategies with lower numbers will be earlier in the quarter, etc.

The class will give you constructive feedback as to their perception (as learners and fellow educators) whether the lesson was effective. This is designed to be helpful rather than destructive.

Presentation feedback will be required of each member of the audience. Each student will evaluate each speaker. You may do this anonymously. Questions from which to frame feedback for the speaker are: What was the purpose of the strategy? What aspect of the lesson was effective for you? If you were teaching the lesson, what would you change? Why?

Your grade will be based on evidence of preparation, AV material usage, and involvement of the audience (see Presentation Scorecard in your packet).

4. Chapter Critique (due Wednesday May 31st). The second section of your textbook deals with Methods and Techniques for teaching adults. Choose a chapter from this section (chapter 9-22) and critique the information. Please follow the criteria sheet/rubric for guidelines.
- V. Final.

The final **will be comprehensive**, and will consist of multiple choice, true - false, matching, and short answer essay questions.

Out of courtesy for class members and the instructor, please turn off cell phones during class!

FCSE 421 Spring Quarter 2006 Class Schedule

March

W 29 Introduction to class; Review course syllabus; Discuss assignments
F 31 History of Adult Ed.

April

M 3 The Teacher of Adults - Chapter 1
W 5 Chapter 1
F 7 Understanding Adult Learners - Chapter 2;
Choose strategies for presentations
M 10 Chapter 2
W 11 Identifying Your Teaching Style - Chapter 4;
How to Manage an Advisory Committee
F 14 Designing Instruction - Chapter 5;
How to Organize a Presentation
M 17 Writing Objectives
W 19 Lesson Planning (demonstration of Strategy #1)
F 21 Understanding and Using Learning Styles - Chapter 6;
Discuss Midterm
M 24 Chapter 6
W 26 Creating Motivating Learning Environments - Chapter 7;
Internal and External Influences on Adult Learning;
Student presentations (2-8)
F 28 Midterm

May

M 1 Chapter 7
W 3 Ethical Reasoning in Teaching Adults - Chapter 8
F 5 Chapter 8

M 8 Case Story - Chapter 10;
Student presentations (9-13)
W 10 Discussion - Chapter 11;
Book Review Assignment Due
F 12 Lecture - Chapter 12;
Student presentations (14-20)
M 15 Interactive Television - Chapter 13;
W 17 Distance Learning Techniques - Chapter 14
Student presentations (21-27)
F 19 Learning Contracts - Chapter 15;
Student presentations (28-32)
M 22 Case Portfolio - Chapter 16;
Student presentations (33-38)
W 24 Critical Thinking Techniques - Chapter 17;
Student presentations (39-44)
F 26 Demonstration and Simulation - Chapter 18;
Student presentations (45-50);
M 29 No Class; Memorial Day
W 31 Forum, Panel and Symposium – Chapter 20
Student Presentations (51-55)
Chapter Critique due

June

F 2 Mentorship – Chapter 22
 Student Presentations (56-60)
 Last day of class; Review for final; Class evaluation
Final: **Thursday June 8, 8-10 am**

Graduation is June 10, 2006

Criteria for Evaluating Book Review
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- ___ (2) Chapter/Article selected for review is current (1999-2006)
- ___ (5) Paper is typed, double spaced, using the APA (5th ed.) style
- ___ (5) A complete/appropriate reference list is included; use APA format for citations (APA 5th ed.)
- ___ (3) Page length is within the guideline (The **body** of the paper does not exceed 5 typed pages.)
- ___ (7) Clearly organized and presented - avoid spelling and grammar mistakes
- ___ (5) The main ideas, points of view, and contentions of the author/authors have been summarized briefly
- ___ (6) One chapter/article has been selected from the edition and related to career/work expectations.
- ___ (5) Career/work goals have been stated
- ___ (7) How and why this information will be useful in career has been stated (be specific)
- ___ (5) Personal reaction to author's work is stated

Total Points

___ (50)

Criteria for Midterm
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50 Points Possible

Compare and contrast two different educational theorists. Enough information needs to be given so that the criteria is evident.

1. Comparison/alike (10 points)
Give two different, yet specific examples of how they are alike (5 points for each specific example)

2. Contrast/different (10 points)
Give two different, yet specific examples of how they are different (5 points for each specific example)

3. Which educational theorist style do you find best fits your teaching? (3 points) Why? (3 points)

4. How would you use this style in your teaching? (24 points)
Give three different specific examples of how **YOU** could/would use this style in your teaching. **Give details.** (8 points per example)

Educational Theorists

The following education theorists will be discussed in class. These are the individuals that you will want to research for the mid term. Remember that you need to be able to compare and contrast two of these theorists (check your criteria sheet).

- a. A. Ellis – Rational Emotive Theory
- b. A.H. Maslow – Safety, Needs, Self-actualization
- c. J. Piaget – Equilibration Theory
- d. M. Deutsch – Cooperative Theory
- e. E.L. Deci and R.M. Ryan – Cognitive Evaluation Theory
- f. B.F. Skinner – Operant Conditioning Theory

Critique Criteria
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Choose a chapter from your text book (9-22) and critique the information using the following criteria:

1. Identification of material
 - Bibliographic entry follows APA 5th ed. _____/6

Remember that this is a chapter from an edited book; see p. 252 in APA Manual
 2. Summary of the Chapter
 - Major ideas
 - Points of view
 - Contentions of the author _____/12
 - c. Objective Reaction
 - Critical, objective evaluation of the central ideas
 - An analysis of the implications of the content
 - Degree of relationship of conclusions to data presented
 - Substantiation of ideas by good logic
 - Adequacy of supporting arguments and reasoning _____/12
 4. Personal reaction to author's work _____/12
 5. Must be typed. Please include a cover page. You may single space.
 - No more than 1 page in length (smaller margins and fonts may be used, but I do not want to have to use a magnifying glass to read them). _____/2
 6. It is expected that correct grammar, sentence structure, references/citations, etc. will be used and are accurate. _____/6
- Total _____/50

Presentation Scorecard
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Name of Presenter(s) _____ Date _____ Time _____
Strategy # _____

Evaluation
Criteria:

	Poor 1-2	Good 3-4	Excellent 5	Comments
1. Content of Presentation				
A. Introduction	1-2	3-4	5	
B. Strategy clearly explained/taught and demonstrated	1-2	3-4	5	
C. Group Involvement	1-2	3-4	5	
D. Conclusion	1-2	3-4	5	
2. Presentation Style				
A. Voice				
vocabulary				
grammar				
projection	1-2	3-4	5	
B. Gestures/eye contact	1-2	3-4	5	
C. Organized/Equity	1-2	3-4	5	
D. Appropriate Dress (professional classroom presentation)	1-2	3-4	5	
3. Props/Materials (minimum of 2 for full credit)				
A. Visible/Readable	1-2	3-4	5	
B. Enhanced Presentation	1-2	3-4	5	
4. ½ point will be deducted for each minute going over/under allotted time (12-15 min.)				

Total Score _____/50

Additional Comments:

List of Strategies

Taken from:

Wlodkowski, R.J. (1999). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. San Francisco: Jossey-Bass.

To engender an awareness and feeling of connection among adults

1. **Allow for introductions.**
2. Provide an opportunity for multidimensional sharing.
3. Concretely indicate cooperative intentions to help adults learn.
4. Share something of value with your adult learners.
5. Use collaborative and cooperative learning.
6. Clearly identify the learning objectives and goals for instruction.
7. Emphasize the human purpose of what is being learned and its relationship to the learners' personal lives and contemporary situations.
8. Assess learners' current expectations and needs and their previous experience as it relates to your course or training.
9. Explicitly introduce important norms and participation guidelines.
10. When issuing mandatory assignments or training requirements, give your rationale for these stipulations.
11. To the degree authentically possible, reflect the language, perspective, and attitudes of adult learners.
12. Introduce the concepts of comfort zones and learning edges to help learners accommodate more intense emotions during episodes of new learning.
13. Acknowledge different ways of knowing, different languages, and different levels of knowledge or skill to engender a safe learning environment.

To build a positive attitude toward the subject

14. Eliminate or minimize any negative conditions that surround the subject.
15. Ensure successful learning with mastery learning conditions.
16. Positively confront the erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.
17. Use assisted learning to scaffold complex learning.

To develop positive self-concepts for learning

18. Encourage the learner.
19. Promote the learner's personal control of the context of learning.
20. Help learners accurately attribute their success to their capability, effort, and knowledge.
21. When learning tasks are suitable to learners' capability, help learners understand that effort and knowledge can overcome their failures.

To establish expectancy for success

22. Make the criteria of assessment as fair and clear as possible.
23. Use relevant models to demonstrate expected learning.
24. Announce the expected amount of time needed for study and practice for successful learning.
25. Use goal-setting methods.
26. Use contracting methods.

To create relevant learning experiences

27. Use multiple intelligences research as ways of learning about a topic or concept.
28. Make the learning activity an irresistible invitation to learn.
29. Use the K-W-L strategy to introduce new topics and concepts.
30. Use brainstorming webs to develop and link new information.

To maintain learners' attention.

31. Provide frequent response opportunities to all learners on an equitable basis.
32. Help learners realize their accountability for what they are learning.
33. Provide variety in personal presentation style, modes of instruction, and learning materials.
34. Introduce, connect, and end learning activities attractively and clearly.
35. Selectively use breaks, physical exercises, and energizers.

To invite and evoke learners' interest

36. Relate learning to adult interests, concerns, and values.
37. When possible, clearly state or demonstrate the benefits that will result from the learning activity.
38. While instructing, use humor liberally and frequently.
39. Selectively induce parapatnic emotions.
40. Selectively use examples, analogies, metaphors, and stories.
41. Use uncertainty, anticipation, and prediction to the degree that learners enjoy them with a sense of security.

To develop engagement and challenge with adult learners

42. Use critical questions to stimulate learner engagement and challenge.
43. Use relevant problems to facilitate learning.
44. Use an intriguing problem to make instruction material meaningful.
45. Use case study methods to enhance meaning.
46. Use simulations and role playing to enhance meaning with a more realistic context.
47. Use invention, artistry, imagination, and enactment to render meaning and emotion in learning.

To engender competence with assessment

48. Provide effective feedback.
49. Avoid cultural bias in assessment procedures.
50. Make assessment tasks and criteria known to learners.
51. Use authentic performance tasks to enable adults to know that they can proficiently apply what they are learning to their real lives.
52. Provide opportunities for adults to demonstrate their learning in ways that reflect their strengths and multiple sources of knowing.
53. When using rubrics, make sure they assess the essential features of performance and are fair, valid, and sufficiently clear so that learners can accurately self-assess.
54. Use self-assessment methods to improve learning and to provide learners with the opportunity to construct relevant insights and connections.

To engender competence with communication

55. When necessary, use constructive criticism.
56. Effectively praise and reward learning.
57. Acknowledge and affirm the learners' responsibility and any significant actions or characteristics that contributed to individual or group learning.
58. Use incentives to develop and maintain adult motivation in learning activities that are initially unappealing but personally valued.

59. When learning has natural consequences, help learners to be aware of them and of their impact.
60. Provide positive closure at the end of significant units of learning.

Adult Education Information Sheet

Name _____

Address _____

Phone (home) _____

(work) _____

(cell) _____

Do you commute? _____ If so, how long does it take you to get to school? _____

College Major _____

What is your career goal?

What would you like to know about working with adults?