

Texas A&M University
Agricultural Education 610 - Principles of Adult Education
Spring 2006

Course Title: *Principles of Adult Education*

Prerequisite: Three years of professional experience or approval of department head

Course description: Identification of basic principles motivating adults to learn. Procedures to implement these principles in bringing about changes in adult behavior. Three credits.

Rationale: As people mature intellectually and with age, their general level of dependence on a teacher's role as an authority or motivator decreases. Pedagogy has its root in the ancient Greek words *paidagogos* and *paida*. The Greek used these words to refer to teaching children. Until recently, child-based educational models have driven educational systems. As researchers understand more about why and how adults learn, a new theory called andragogy emerged.

Course objectives: The primary goal of this course is to tie adult learning theory to effective practice. The course seeks to integrate theory and practice to better prepare professionals for diverse roles in education, training, and development in the context of agriculture, natural resources, and environment.

Think simple.
Reduce the whole of its parts into the simplest terms, getting back to first principles.

Frank Lloyd Wright

You cannot create experience.
You must undergo it.

Albert Camus

Upon completion of the course, the student will be able to:

- Describe the differences between how and why children and adults learn.
- Identify and describe methods and materials to determine the short-term and long-term educational needs of adults and organizations.
- Select techniques and methods best used to develop, deliver, and evaluate courses and training material based on learner's needs and the learning environment.
- As an adult educator, match the learner's stage of self-direction and recommend coaching strategies to assist the learner to become more self-directed.
- Synthesize research literature, prepare instructional objectives, prepare instructional materials and class activities, and present the material to a class using a variety of appropriate methods and techniques.

- Develop a training module for adult learners that include the need for training, instructional objectives, suggestions for delivery strategies, learning activities, technical content, and an evaluation rubric.
- Identify models and strategies to evaluate adult learning and assess impact of training.

Required Course Text:

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development*. (6th ed.). Houston: Gulf. (Paperback available from Amazon at \$39.95)

Evans Library Reserve: AGED 610 (Shinn)

List of e-references

- ✓ Nationwide Survey of Employees & Producers. National Hog Farmer. Retrieved on January 09, 2006 from http://nationalhogfarmer.com/mag/farming_industry_survey_tracks/
- ✓ Kirkpatrick's Four Levels of Evaluation. Retrieved on December 29, 2005 from <http://coe.sdsu.edu/eet/Articles/k4levels/index.htm>
- ✓ Donald L Kirkpatrick's training evaluation model - the four levels of learning evaluation. Retrieved on December 29, 2005 from <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>
- ✓ David Kolb's learning styles model and experiential learning theory (ELT). Retrieved on December 29, 2005 from <http://www.businessballs.com/kolblearningstyles.htm>

List of Evans Library Reserve

Additional course readings and materials will be distributed in class and/or made available on e-mail.

Graded evaluation activities:

Argument Paper (Due February 09)	100 points
Future Trends in Adult Education & Training	
Reaction Paper (Due March 02)	100 points
Selected from Journal or Conference Proceedings	
Graduate Student Lead Instruction (TBA)	200 points
Synthesize Required Readings and Prepare Instructional Materials	
Portfolio Project (Due April 13)	250 points
Synthesis Exam (Scheduled May 5 th)	100 points
Class Participation (15 points per class meeting)	150 points
Total course points	900 points

Course grade:

Range of Points	Grade	Range of Points	Grade
810 - 900	A		
720 - 809	B	540 - 629	D
630 - 719	C	Below 539	F

Spring 2006 Calendar and Target Dates

Class Number	Target Dates	Class Discussion	Class Readings & Analyses
1	January 19	Syllabus–Principles of Adult Education: Future Trends	Syllabus–Principles of adult education
2	January 26	Learning Theory: Affective Domain and Change	Ch. 12–Whole-Part-Whole learning model Ch. 13–From teacher to facilitator of learning
3	February 02	Learning Theory—Andragogy	Ch. 1–Introduction Ch. 2–Exploring learning theory Ch. 3–Theories of learning Ch. 4–A theory of adult learning: andragogy Ch. 17–Personal learning style inventory
4	February 09	Determining educational needs of the adult learner: Maslow's Hierarchy of Needs Freire's Pedagogy; Kolb's ELT, Opinion leaders	Trends in adult education due Ch. 5–Theories of teaching Ch. 6 – An andragogical process model
5	February 16	Graduate Student Lead Instruction #1 Determining educational needs of organizations: Rapid Rural Appraisal methods; Asset based methods	Ch. 7–Andragogy in practice Ch. 8–Adult learning with HRD
6	February 23	Graduate Student Lead Instruction #2 Designing learning experiences with the adult learner	Ch. 9–New perspectives on andragogy
7	March 02	Graduate Student Lead Instruction #3 Organizing delivery strategies: Using a 2X2 matrix	Reaction paper due Ch. 10–Beyond andragogy Ch. 11–The future of andragogy
8	March 09	Graduate Student Lead Instruction #4 Organizing delivery strategies: Variable time and place	Ch. 14–Making things happen by releasing the energy of others
	March 16	Spring Break-No Class	
9	March 23	Graduate Student Lead Instruction #5 Roles of the "teacher" and the "adult learner"	Ch. 15–Some guidelines for the use of learning contracts
10	April 06	Graduate Student Lead Instruction #6 Teacher-centered methods and tools Learner-centered methods and tools Emerging roles of technology	Ch. 16–Core competency diagnostic and planning guide Ch. 18–Training delivery problems and solutions
11	April 13	Graduate Student Lead Instruction #7 Best teacher-centered practices Best learner-centered practices Best eLearning practices	Portfolio project due Trends in training, and development
12	April 20	Graduate Student Lead Instruction #8 Evaluating adults as learners: Evaluating educational program (Kirkpatrick); Evaluating teaching: factors that influence student satisfaction	Ch. 19–A model for developing employee work effectiveness in new roles and environments
13	April 27	Evaluating program outcomes for adults: Evaluation learning: factors that influence impact, outcomes, and ROI	Summary, conclusions, implications & recommendations
14	May 05	Examination	Last day for all assignments

Class Schedule:

Lecture: Thursday, 1:00 until 3:50 p.m. Meeting in 102 Scoates.

Instructor: Dr. Glen C. Shinn, 227 Scoates, 979-862-3012, g-shinn@tamu.edu

Absences: Just as in your professional work, please contact me in advance, either by telephone [979.862.3012] or email [g-shinn@tamu.edu] if you will be absent

from a class meeting. Papers, group work, and examinations may be made up for absences excused in advance or for absences that are "university excused". See the Student Policy and Procedures Manual for a description of excused absences. Attendance policies were retrieved on November 24, 2005 from <http://student-rules.tamu.edu/rule7.htm>

Knowledge belongs to humanity, and is the torch which illuminates the world.

Louis Pasteur

Argument Paper: Due February 09. Your assignment is to write a well-formed, grammatically correct two-page essay (between 800 - 1000 words) based on your reading of the assigned material and other related material. Your essay should take the form of an argument. An argument is about an adult education issue with important consequences for both the author and the audience. The argument *presents a position* on the issue. On the issue of the role of change agencies, for example, you could argue for or against centralized control of programming, or you could take a position somewhere in between. A position must be supported with *factual information* (statistics, examples, citations, or other evidence) and/or with general principles and theories. For your argument to be effective, you must convince the reader that your facts are authoritative and that your principles are acceptable.

Your audience is other university graduate students. These students are interested in the issue, but have not read the articles. Remember that this is a well-educated, diverse group of readers. They may not share your background and personal biases. You will need to write logically and give good reasons for each point you make.

Your essay should begin with an overview. The overview should address the issues presented in the materials you read. Then you should briefly summarize the position of the written material. Finally, you should present your own position, supporting it with information and ideas taken from the articles or from other readings or personal experience. You may side with one of the articles, or you may take a third position, one which differs altogether from the positions of the articles or which draws upon both. Your references in the essay to the articles (paraphrases, summaries, and direct quotations) should follow APA documentation.

Reaction paper: Due March 02. For this activity, students will write a one-page reaction paper (approximately 400 - 500 words) to a selected research article related to the required readings. You may select the article for which to write a reaction. The connection between the article and topic should be clearly identified at the beginning of the paper. Explanation of reaction papers will be made in class. Grammar, spelling, syntax, and readability will be considered in grading. Assignments are due at the beginning of the class on the due date. Early submissions are welcome, however late assignments will not be accepted.

Graduate Student Lead Instruction: Date TBA. Students will be assigned a required reading and will synthesize material, prepare "SMART" instructional objectives, prepare instructional materials and prepare class activities. Students are expected to review and include other literature and references relevant to the topic. The audience for this activity is other students enrolled in this course. These students have read but may not have synthesized the material. Handouts should not exceed one typed page. In addition to handouts, students may consider other methods for presenting the material, such as PowerPoint slides, overheads, Web pages, streaming video, pod casting, etc. You have a great deal of latitude in deciding how this material will be prepared and delivered. . . BE CREATIVE!

Portfolio Project: Due April 13. Develop a 2-clock hour training module for specific adult learners. You are encouraged to make this as applicable and contextual as possible. You should include need for the training, "SMART" instructional objectives, explanation of delivery strategies, selected learning activities, technical content, learning evaluation, etc. You are encouraged, but not required, to use one of the models discussed in class. This project should be approximately 10 pages in length; however, projects will be based on quality and not quantity. You are not required to develop content [USE EXISTING AGRICULTURAL SCIENCE & TECHNOLOGY CONTENT] for this activity. You should attempt to use existing content that has meaning or usefulness to you. The purpose of this activity is to describe how you will deliver and evaluate content to adult learners in the context of agriculture, natural resources and environment. Your work should be suited for including in a personal portfolio and may be submitted on a CD-ROM.

Plagiarism: "Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words" (Hacker, D. (2005). If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty." Section 5, Plagiarism was retrieved on November 24, 2005 from <http://www.tamu.edu/aggiehonor/acadmisconduct.htm>

Aggie Honor Code. *An Aggie does not lie, cheat, or steal or tolerate those who do.* Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: www.tamu.edu/aggiehonor/.

Provisions for Students with Disabilities. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 of Cain Hall. The phone number is 845-1637. Student disabilities information was retrieved on November 24, 2005 from <http://disability.tamu.edu/>

Revisions: Revision to this syllabus may be made at the discretion of the instructor. Changes in dates and topics will be announced in class and may not be communicated in writing.

Selected References

- Brookfield, S. (1986). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices.* San Francisco: Jossey-Bass.
- Brookfield, S. (1990). *The skillful teacher.* San Francisco: Jossey-Bass.
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- Buford, J., & Lindner, J. (2002). *Human resource management in local government: Concepts and applications for HRM students and practitioners.* Cincinnati: South-Western.
- Caffarella, R. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers (2nd ed.).* San Francisco: Jossey-Bass.
- Cetron, M. & Davies, O. (2005). *53 Trends now shaping the future.* Bethesda, MA: World Future Society.
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- Dover, K. (2004). Adult Education Statistics. Retrieved on December 6, 2005 from <http://adulthood.about.com/cs/studiesstats1/a/participation.htm>
- Eitington, J. (1996). *The winning trainer: Winning ways to involve people in learning* (3rd ed.). Houston: Gulf Publishing.
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- Freire, P. (1996). *Pedagogy of the Oppressed*. (Revised edition). New York: The Continuum Publishing Co.
- Galbraith, M. (Ed.), (1998). *Adult Learning Methods: A Guide for Effective Instruction*, (2nd Ed.). Malabar, FL: Krieger
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- MacKinnon, A., Walshe, B., Cummings, M., & Velonis, U. (1995). An inventory of pedagogical considerations for interactive television. *Journal of Distance Education* 10(1), 75- 94.
- Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.
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- Moe, M. & Blodget, H. (2000). *The Knowledge Web*. Merrill Lynch Knowledge Enterprises Group. Retrieved on November 25, 2005 from <http://www.internetttime.com/itimegroup/MOE1.PDF#search='Moe%20Blodget%20Merrill%20Lynch%20Knowledge%20Web'>
- Montague, W. E., & Knirk, F. G. (1993). *What works in adult instruction: The management, design and delivery of instruction* (NPRDC TR 93-6). San Diego, CA: Navy Personnel Research and Development Center.
- Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- Smith, M. (1997). *Paulo Freire*. Retrieved on November 23, 2005 from <http://www.infed.org/thinkers/et-freir.htm>
- Stacey, E., Smith, P., & Barry, K. (2004). Adult learners in the workplace: Online learning and communities of practice. *Distance Education*, 25(1), 107-123.
- Taylor, P. (1993) *The texts of Paulo Freire*. Buckingham: Open University Press.
- Tennant, M. (1992). The staged self-directed learning model. *Adult Education Quarterly*, 42(3), 164-166.

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Suggested Web Links

- Advanced Distributed Learning, eLearning Summit. (2005). Retrieved on November 17, 2005 from <http://www.adlnet.org/news/articles/317.cfm>
- American Society for Training & Development. (2005). *State of the Industry*. Retrieved on December 3, 2005 from http://www.astd.org/NR/rdonlyres/BBDACF82-C50F-44AA-A179-9FD5825EE766/0/ASTD_StateoftheIndustry_2005_ExecutiveSummary.pdf
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- The adult education website. Retrieved on November 23, 2005 from <http://adulted.about.com/od/adultlearning/>
- The American Association for Adult and Continuing Education, Workplace Education & Training. (2005). Retrieved on November 17, 2005 from <http://www.aace.org/links/linklist.html#workplace>