Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs

Instructional Strategies For Adult Learners
EDD 812
FALL 2021

Instructor	Dr. Yvette Pye		
Phone	(612) 728-5139	**E-mail**	ypye@smumn.edu
Office	Park Ave. North (PAN) #226	**Office hours**	ypye@smumn.edu

Course Credits

3

Course Dates/Hours

10/2521 – 12/19/21

Prerequisites or Concurrent Courses

EDD 809 Advanced Research Writing and

 EDD 811 Adult Learning Theory

Course Description

Participants in this course examine characteristics of adult learners as students or employees, and explore various strategies by which to facilitate adult learning. Participants analyze environments as places of learning for adults, and the leader as a culturally competent facilitator of learning.

Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

1. Evaluate classical and emerging teaching strategies for adult learning.
2. Facilitate and evaluate the intrinsic and extrinsic motivations for learning.
3. Evaluate instructional strategies for cultural appropriateness.
4. Evaluate the ethical implications of teaching.

Additional Standards

Students are required to participate in all activities and turn in all assignments.

Required Textbook

American Psychological Association. (2010). *Publication manual of the American Psychological Association, (7th ed.)* ISBN: 9781433832178

Chavez, A. F. & Longerbeam, S. D. (2016). *Teaching across cultural strengths: A guide to balancing integrated and inviduated cultural frameworks in college teaching.* Sterling, VA: Stylus ISBN: 9781620363249

Wlodkowski, R.J. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (4th ed). San Francisco, CA: Jossey-Bass. ISBN: 978-1-119-07799-2

Required Articles

Boud, D., & Middleton, H. (2003). Learning from others at work: Communities of practice and informal learning. *Journal of Workplace Learning, 15*(5), 194.

Brookfield, S. (nd). Discussion as a way of teaching. Retrieved from http://www.stephenbrookfield.com/s/Discussion_as_a_Way_of_Teaching_Packet.pdf

Buysse, V., Sparkman, K. L., & Wesley, P. W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional Children, 69*(3), 263-278.

Feiertag, J. & Zane, B. Training Generation N: how educators should approach the Net Generation. (2008). *Education & Training. 50* (6), 457-464.

Ledford, G., Gerhart, & Fang (2013). Negative effects of extrinsic rewards on intrinsic motivation: more Smoke Than Fire. *World at Work Journal l*W, 2, 17-29.

Osteraker, M. C. (1999). Measuring motivation in a learning organization. *Journal of Workplace Learning, 11*(2), 73-77.

Pyrko, I., Dörfler, V., & Eden, C. (2017). Thinking together: What makes Communities of Practice work?

Reiss, S. (2005). Extrinsic and Intrinsic Motivation at 30: Unresolved Scientific Issues.

The Behavior Analyst, 28 (1), 1–14.

Smith, S. U., Hayes, S., & Shea, P (2017). A critical review of the use of Wenger's Community of Practice (CoP) theoretical framework in online and blended learning research, 2000-2014, *Online Learning* 21(1), 209-237. doi: 10.24059/olj.v21i1.963

Wenger, E. (2009). Communities of practice. Retrieve from http://neillthew.typepad.com/files/communities-of-practice.pdf.

Canvas Access

Canvas is Saint Mary's Learning Management System and may be accessed from https://smumn.instructure.com.

Technical Support

For technical support, contact our helpdesk at the following:

Email:	helpdesk@smumn.edu
Website:	Helpdesk
Phone:	612-728-5100: x7800, local Twin Cities
Alt. Phone:	866-437-2788; Choose HelpDesk menu option

Minimum Technical Hardware Requirements

Saint Mary's students are required to have a computer and to have consistent and reliable access to the internet for use in their studies. Computers allow students to connect with the online learning environment, enhance the interaction with instructors and classmates, and gain access to educational resources, such as library databases and other resources. Select academic programs may have additional hardware or software requirements. Students should check with the appropriate chair or program director to ensure that they have the required hardware and software to be able to participate successfully in their respective programs.

Important note: Smartphones and tablets do not meet the minimum requirements for coursework at Saint Mary's. Coursework requires a full keyboard and a minimum screen size of 13 inches. Smartphones and tablets can aid and support coursework, but alone they are not sufficient.

Student Expectations

All students are expected to:

1. login to the Canvas site a minimum of once per week.
2. Complete assignments on time.
3. Actively participate in all course activities and discussions.
4. Proactively contact the instructor when there are course-related questions, concerns, or for course-related assistance.
5. Follow Netiquette guidelines posted in the Canvas course site (syllabus menu).
6. Submit written work as double-spaced (no extra space between paragraphs), Times New Roman 12-pt font, and 1" margins.
7. Utilize APA style for references and in-text citations.
8. Attendance is required during classes as well as full participation during the online weeks in order to be successful in this course. All readings need to be completed by the

due date. The online activities (discussion forum and learning journal) cannot be submitted past due date. Course assignments are due on the designated due date. If a short extension is needed for the final course assignment, please contact instructor before deadline has passed. Students are expected to demonstrate proper "netiquette" during online discussions: i.e. be professional, considerate, respectful, avoid sarcasm, and do not share comments and work from classmates with anyone outside the class.

Doctoral courses

One graduate credit requires 15 contact or instructional hours. In addition, it is suggested that students invest a minimum of two hours per contact/instructional hour in outside study.

Synopsis of Assignments

1. **Instructional Design Team Teaching:** Provide a 30-minute team instructional experience for the adult learners in your class demonstrating androgogical teaching strategies with consideration to cultural and ethical appropriateness. Given a list of instructional theories (see below), your team will select one theory that will be used to inform your instructional strategies and delivery of a 30-minute instructional experience. The goal of the instruction is for your adult learners (i.e. classmates) to understand your chosen instructional theory. Therefore, this assignment is two-fold: 1) be able to put theory into action by using the theory for your instruction, and 2) have your learners (i.e. classmates) understand the theory for their own knowledge and practice.

   There will be at least 2 people per team. *Your team will be expected to provide an instructional plan* in advance using an instructor- provided template.

   Instructional experience needs to
   - Use instructional strategies that reflects the selected instructional theory
   - Teach the learner's the selected theory
   - Demonstrate basics elements of adult motivational theory discussed in the Wlodkowski (2017)
   - Demonstrate basic elements of cultural responsiveness discussed in the Chavez and Longerbeam (2016)
   - Illustrate an understanding of the ethical considerations involved.

   (SLO 1-4) DUE Week 6 40 points   See rubric.

1.   Adult Learning Theory (P. Cross)

2. Andragogy (M. Knowles)
3. Anchored Instruction (J. Bransford & the CTGV)
4. Attribution Theory (B. Weiner)
5. Cognitive Dissonance Theory (L. Festinger)
6. Cognitive Flexibility Theory (R. Spiro)
7. Cognitive Load Theory (J. Sweller)
8. Conditions of Learning (R. Gagne)
9. Connectionism (E. Thorndike)
10. Constructivist Theory (J. Bruner)
11. Contiguity Theory (E. Guthrie)
12. Conversation Theory (G. Pask)
13. Double Loop Learning (C. Argyris)
14. Experiential Learning (C. Rogers)
15. Gestalt Theory (M. Wertheimer)
16. Lateral Thinking (E. DeBono)
17. Model Centered Instruction and Design Layering (A.Gibbons)
18. Modes of Learning (D. Rumelhart & D. Norman)
19. Multiple Intelligences (H. Gardner)
20. Operant Conditioning (B.F. Skinner)
21. Phenomenonography (F. Marton & N. Entwistle)
22. Situated Learning (J. Lave)
23. Social Development (L. Vygotsky)
24. Social Learning Theory (A. Bandura)
25. Transformational Theory (J. Mezirow)

2. **Instructional Consultation Report:** Given a case scenario of an adult educational situation, assume the role of an external educational consultant to review the case and provide recommendations for addressing the key instructional concerns. The report should identify and summarize the key learning considerations from the case, discuss ethical issues related to the identified considerations, provide educational recommendations to address the considerations, a supportive rationale, and an example of a lesson plan that illustrates your educational recommendation. Your consultation report should reflect your knowledge of adult learning motivation, culturally responsive teaching, understanding ethical considerations, and adult instructional theories. Assume the executive director is your audience. Use the following outline for your report:
   a. Introduction
   b. Summary of key learning/learner considerations
   c. Ethical concerns
   d. Instructional recommendations
      i. Motivational strategies
      ii. Culturally responsive strategies
      iii. Learning theories to use
   e. Rationale for recommendations
   f. Conclusion

g. Instructional plan (as an Appendix- [Use instructor-provided template](#))

This 6-8 page paper should reflect academic writing representative of a doctoral level professional using APA writing style. See [rubric](#).

(SLO 1-4) 30 points DUE week 8

Online Learning Activities

-Discussion forums: Discussion forums are provided during the online weeks to give you the opportunity to discuss, in community, the various course topics as they relate your personal adult educational experience and the readings. Everyone is expected to provide a substantive post to the prompts provided each week by Wednesday at 11:59pm (CT). Each classmate's post should be read and then everyone should post questions or comments to at least two classmates' posts to spark further discussion, as well as, respond to the comments/questions received. The weekly discussion forum ends on Sunday at 11:59pm (CT). See [rubric](#)

(SLO 1-4)   3 points/forum X 7 = 21 total points

-Learning Journals: Work-in-Progress: Weekly learning journals, during weeks 3-7, are designed for you to draft out ideas related to the final assignment (i.e. Instructional Consultation Report) and receive instructor feedback for guidance. Doing so allows you to gradually complete the Instructional Consultation Report based on the assignment description in the syllabus, the assignment rubric, and instructor feedback. The journal is due on Sunday at 11:59pm (CT). See [rubric](#)

(SLO 1-4) 2 points/forum X 6 = 12 total points

Assessment of Student Performance/Grading Policies

Team instruction	40 pts
Consultation report	30 pts
Discussion forums (3 X 7)	21 pts

Learning Journals (2 X 6)   <u>12 pts</u>

<u>   </u>103 points

Graduate Grading Scale		
A	90-100%	90-100 pts
B	80-89%	80-89 pts
C	70-79%	70-79 pts
NC	below 70%	69 pts and below

Student Ratings of Teaching and Learning
Students are expected to provide feedback about teaching and learning in the course. Near the end of the course, find a link to the student rating of teaching and learning in your SMUMN email and on your course site in Canvas. Please be assured the system records responses anonymously.

University Conduct and Academic Policies

A commitment to academic integrity facilitates the pursuit of knowledge and understanding by providing a framework for the open, honest and respectful exchange of ideas and information. It fosters creativity and critical thinking; it allows students to develop the self-confidence that comes from acquiring academic skills; it provides correct information to instructors so that they can give appropriate feedback in the essential relationship between students and teachers; and, ultimately, it ensures the integrity of the Saint Mary's degree. More details on this policy should be reviewed by following this link to the Course Catalogue: [Academic Integrity and Dishonesty](#)

Writing Center and Library Services

See the course Canvas site for direct links to these departments.

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Laura Lanning at accessservicessgpp@smumn.edu as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Topical Outline

Week/Dates	Type of Meeting	Topics/Activities	Assignments
Week 1 10/25-30	Online	**Topics:** Introductions & Personal Educational Experience **Online Activities:** -Introductions (Flipgrid) -Community forum: "My Educational Experience"	**Readings DUE:** Wlodkowski, Chaps. 1 & 2 Chavez & Longerbeam Chaps. 1, 2
Week 2 10/31 -11/6	Zoom Meeting 1 Monday 11/2 6:30-7:30	**Topics:** Introduction to Instructional Strategies for Adult Learners -Community of Practice (CoP) Instructional Design -Theories & Models -Contexts for learning -Motivation and learning -Assessing instructional techniques **In-Class Activities:** - Go over syllabus and course design - Interactive presentation - Small group discussion & debrief - Instructional Design Meetings	**Readings DUE:** Article: Smith, S. U., Hayes, S., & Shea, P (2017). Buysse, V., Sparkman, K. L., & Wesley, P. W. (2003 Pyrko, I., Dörfler, V., & Eden, C. (2017). Thinking together: What makes Communities of Practice work

Week 3 11/9711/13	Online	**Topics:** Adult Motivation -Contexts for learning -Discussion as a way of learning -Motivation and learning -Self Assessments **Online Activities:** **Flipgrid 2: Why Is Discussion So Scary** - Interactive presentation - Instructional Design Meetings	**Readings DUE:** Wlodkowski, Chps. 3 & 4 Chavez & Longerbeam Chaps. 3 Stephen Brookfield website & resource guide "Discussion as a Way of Teaching"
Week 4 11/14-11/20	ZOOM MEETING 2	**Topics:** Facilitating and Assessing the Learning Environment in Communities of Practice -Motivation -Facilitating and/ or assessing the learning environment -Learning Taxonomies -Learning pathways (cognitive style, intelligences, etc.) -Communities of Practice **Online Activities:** Learning Journal: Work-in-Progress Instructional Design Meetings -Assessing instructional techniques (cont.) **In-Class Activities:** - Interactive presentation - Buzz groups - Sentence Completion Exercise - Instructional Design Meetings	**Readings DUE:** Readings posted on Blackboard: Ledford, G., Gerhart, & Fang (2013). Reiss, S. (2005) Chavez & Longerbeam Chaps. 4, 5
Week 5 11/21-11/27	ONLINE	**Topics:** Cultural issues regarding use and selection of instructional techniques	**Readings DUE:** Wlodkowski, Chaps. 5, 6 & Epilogue

		Ethical issues in selection of instructional technique **Online Activities:** Community forum: Community forum: "My Unethical Educational Experience" (Discussion Board) - Flipgrid 3 Community forum: "My Communities of Practice" - Learning Journal: Work-in-Progress	Feiertag, J. & Zane, B. (2008)
Week 6 11/28-12/4	ZOOM MEETING 3	**Topics:** Strategies into Designs - Instructional Design Team Teachings **Activities:** - Chat Full of Quotes exercise - Instructional Design Team Teachings - Learning Journal: Work-in-Progress	**Readings DUE:** Osteraker, M. C. (1999) Boud, D., & Middleton, H. (2003) **Assignment DUE:** Instructional Design Team Teachings Sunday 12/6 @ 11:59pm (CTS) Feedback Due Mon. 12/14 via Zoom 6:30 pm
Week 7 12/6 – 11	Online	**Topics:** Teaching Adults -Assessing effective teaching -Motivation **Online Activities:** Community forum: "I have an Idea <mark>"</mark> <mark>Flipgrid</mark> Learning Journal: Work-in-Progress	**Readings DUE:** Wlodkowski, Chaps. 8-10 **Readings DUE:** Chavez & Longerbeam Chaps 6, 7, & 8

Week 8 12/12 – 18	Online ZOOM MEETING 4 6:30-7:30	**Topics:** Wrap-Up **Online Activities:** Presentation Feedback (Whole Group)	**Assignment DUE:** Sunday 12/20 @ 11:59pm (CT) Instructional Consultation Report