

**The Ohio State University  
College of Food, Agricultural, and Environmental Science  
Department of Human and Community Resource Development**

**AEE 622  
Continuing Education  
(Adult Learning) in  
Agricultural and  
Extension Education**

**Winter Quarter 2012**

**Thursdays, 10:00 - 12:48 p.m.**

**AEE 622 U/G, Ag. Admin. Bldg. 205**

**(Class # 1733) 3 credits for grade**

**Dr. Scott D. Scheer  
Professor**

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## AEE 622

<u>Date</u>	<u>Topic</u>
<b>January 5</b>	<b>Course Introductions, Review Syllabus, Using Carmen</b>
<b>January 12</b> [on-line]	<b>Learning Theories; Transition to Adulthood Human Development and Continuing/Adult Education</b> [Text Chapters 1, 2, 3, 5, & 10 (pages 220-230); Scheer & Palkovitz, 1994 ] <b>DUE:</b> Carmen Discussion Board (Assignment #1A)
<b>January 19</b>	<b>The Nuts and Bolts of Adult Education</b> (Text Chapters 4, 7, 9, 11, E-Reserves Birkenholz Chpts. 4 & 5)
<b>January 26</b> [on-line]	<b>Active and Cooperative Learning Strategies</b> (Carmen or reserved readings at FAES Library: Cooperative Learning – Johnson, Johnson, & Smith (1991); Active Learning - Eison & Bonwell, 1991)
<b>February 2</b>	<b>Mid-Term Exam</b> (in class) <b>DUE:</b> Group Presentation Topic (February 6 <sup>th</sup> )
<b>February 6</b> [on-line]	<b>Trends in Adults Learning</b> Merriam (2008). <i>The New Update on Adult Learning Theory</i> ( <a href="http://journals.ohiolink.edu/ejc/issue.cgi?issn=10522891&amp;issue=v2008i0119">http://journals.ohiolink.edu/ejc/issue.cgi?issn=10522891&amp;issue=v2008i0119</a> ) – pages 1 - 98 <b>DUE:</b> Carmen Discussion Board (Assignment #1B)
<b>February 16</b>	<b>Practice in Adult Learning</b> (Text Chapters 6, 12, 13, 14, & 15) <b>Adult Learning Preferences and Styles</b> (Text Chapters 10: pages 204-220, 16, & 17) <b>Due:</b> Adult Learning Interviews (Review in-class)
<b>February 23</b> [on-line]	<b>Work with group members on adult learning scenarios</b>
<b>March 1</b>	<b>Group Presentations of Adult Learning Scenarios</b> <b>Due:</b> Group Presentations Personal Philosophy of Adult Education Due (Grad. Students)
<b>March 8</b> [on-line]	<b>Course Wrap-Up</b> <b>Due:</b> Group Papers

## Course Objectives:

The course is designed through readings, class discussion, active learning, and lectures to:

- 1) demonstrate fundamental concepts of adult/continuing education;
- 2) increase your understanding of adult learners;
- 3) develop skills in utilizing instructional strategies appropriate for adult learners;
- 4) enhance scholarly skills and abilities with regards to accessing, utilizing, and communicating knowledge, practice, and aspirations concerning continuing (adult) education.

## Course Requirements:

You are expected to attend all classes. Participation in class discussion is expected and required. Each of us has unique experiences and backgrounds which can contribute to the course. Class participation and attendance will count toward 5% of the final grade and will be evaluated according to small group work, appropriate literature and research topics covered, and class participation.

You are expected to read all course assignments as scheduled prior to class; because of time limits, not all class meetings will include discussion of assigned readings. Some readings will be on reserve in the Ag. Library. Scan to e-mail or make copies for yourself as needed.

Carmen Discussion Board Assignments: There will be two discussion board assignments. The first (Assignment #1A) will count for 2% of your final grade, the other one (Assignment #1B) at 8% for a combined total of 10% of your final grade. Each discussion board assignment will involve you addressing question(s) I will provide and then you will comment on a specified number of postings by your fellow students. For assistance with Carmen contact them at: 614-688-HELP or by e-mail: [carmen@osu.edu](mailto:carmen@osu.edu). We will discuss this overall assignment further in class.

A mid-term exam will be given out in class on **February 2<sup>nd</sup>**. The mid-term will count for 25% of your final grade.

You will be required to conduct three interviews on adult learning. An interview guide will be given to you to help you conduct the interviews across three adult age groups. A typed summary from each interview is due on **February 16<sup>th</sup>, 11:59 PM**, via Carmen Dropbox. See details toward end of the syllabus. The interviews will count 20% of grade for undergrad, 10% for graduate credit. We will also review and discuss the interviews in class on **February 16<sup>th</sup>**.

Students taking the course for graduate credit will develop a personal philosophy on adult education. It should be about four typed, double-spaced pages. See detailed directions toward end of syllabus. It will count for 10% of your final grade and is due on **March 1<sup>st</sup>, 11:59 PM** via Carmen Dropbox.

Each student will be assigned to a group to develop an ideal learning scenario (i.e., lesson) for an adult audience. The scenario will count for 40% (20% presentation and 20% group written report) of your final grade. The topic for the lesson is up to group members, but should be realistic and applicable as possible for class members. Group presentation topic is due **February 6<sup>th</sup>, 11:59 PM, via Carmen Dropbox**. After the group decides collectively, one person will need to send to me via Carmen, the topic of your group learning presentation. The learning presentation should be about 30 minutes, including discussion, and desired demonstrations of basic principles for adult-continuing education.

A written synopsis must be submitted to Dr. Scheer by the group and should include rationale for component activities and references. See detailed directions toward end of syllabus. The adult learning presentations will be critiqued by your fellow students during presentations on **March 1<sup>st</sup>**. Written material will be due on **March 8<sup>th</sup>, 11:59 PM**, via Carmen Dropbox.

#### **Required course text:**

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2011). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development, 7<sup>th</sup> Edition*, Burlington, MA: Elsevier.

#### **Required readings:**

Birkenholz, R. J. (1999). *Effective adult learning*. Upper Saddle River, NJ: Prentice Hall.  
[Chapters 4 & 5, see Carmen – “Contents” window, “eReserves/Readings”]

Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. ASHE-ERIC Higher Education Report No. 1 Washington, D.C.: The George Washington University, School of Education and Human Development. [Carmen or on reserve at OSU Ag. Library, 2120 Fyffe Road]

Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Cooperative learning: Increasing college faculty instructional productivity*. ASHE-ERIC Higher Education Report No. 4, Washington, D.C.: The George Washington University, School of Education and Human Development. [Carmen or on reserve at OSU Ag. Library, 2120 Fyffe Road]

Merriam, S. B. (Ed.). (2008). Special issue: Third update on adult learning theory. *New Directions for Adult and Continuing Education*, 119, 1-98.

[Link to this reading through Carmen -

<http://journals.ohiolink.edu/ejc/issue.cgi?issn=10522891&issue=v2008i0119>]

Scheer, S. D., & Palkovitz, R. (1994). Adolescent-to-adult transitions: Social status and cognitive factors. *Sociological Studies of Children*, 6, 125-140. [See eReserves/Readings]

### **Class Policies:**

You are responsible for all readings and class discussions. When you miss class for a legitimate reason, you are responsible for getting all information presented in class including changes in assignments. Please notify Dr. Scheer in advance if you expect to miss a class. You are expected to turn in assignments on their scheduled dates. Assignments will be deducted **5 points** for each day they are turned in late. Any request for an alternate date must be submitted to me in writing prior to the due date. No grades will be reported via the telephone. You must make inquiry about your grades in person.

### **Statement of Student Rights:**

Any student with a documented disability who may require special accommodations should self-identify to me as early in the quarter as possible to receive effective and timely accommodations.

### **Academic Accommodations Statement:**

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore the potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

**Academic Misconduct Statement:**

Academic misconduct of any kind will not be tolerated or permitted. If you have questions about what activities constitute academic misconduct, consult Faculty Rule 3335-23-04. The procedures, should suspected academic misconduct occur, will follow Faculty Rule 3335-23-14. In all cases of suspected academic misconduct, I will make every effort to inform you of the allegation (Faculty Rule 3335-23-14, #3A).

All assignments and examinations must be done by individual efforts. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.

**Evaluation of Student Performance:**

Class Participation and Attendance	5%
Mid-Term Exam	25%
Discussion Board Assignments	10%
Adult Learning Interviews and/or Philosophy on Adult Ed.	20% (10/10 for grad students)
Group Adult Learning Presentations & Written Report	40% (20/20 Paper & Presentation)

**Grading Scale:**

94 - 100	A	80 - 82	B-	67 - 69	D+
90 - 93	A-	77 - 79	C+	60 - 66	D
87 - 89	B+	73 - 76	C	<59	E
83 - 86	B	70 - 72	C-		

## *Adult Learning Interview Guidelines*

Conduct a total of three interviews on adult learning, one within each of these age groups: young adulthood (18 - 39); middle adulthood (40 - 64); and older adulthood (65 and older).

A typed summary from each interview is due on **February 16<sup>th</sup>, 11:59 PM**. If you take good notes, it is not necessary to audio tape the interview since you will be submitting interview summaries. Use audio tape if it will help you. Typed summaries should be double-spaced, and at least one page per interview. Submit papers via the “Dropbox” window of Carmen.

The interviews will count 20% of grade for undergrad, 10% for graduate credit. We will also review and discuss the interviews in class on **February 16<sup>th</sup>, 11:59 PM**.

Below are suggested questions to use for the interviews.

Introduce to the interviewee that you would like to understand their own perspective about how they learn. There are only right answers, because it is your opinion that matters. They do not have to participate in the interview if they choose not to and can refuse to answer any question.

1. When learning something new, how do you prefer for that to happen?
2. Have your preferences changed over time? (if you are interviewing a young adult, ask them to refer back to when they were an adolescent or child) Why or why not?
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## *Grading Structure for Group Learning Scenarios and Written Synopsis*

The group learning scenarios and written synopsis is worth 40% of your final grade. As you know from the syllabus, your classmates will assist with the evaluation of the learning presentations.

The 40% is broken down as follows:

Learning presentation:	20%	10% Scheer and 10% Class [ <b>March 1<sup>st</sup> in-class</b> ]
Written synopsis:	20%	as evaluated by Scheer [ <b>March 8<sup>th</sup>, 11:59 PM, Dropbox</b> ]

Below is the general guideline that will be used by me and your fellow classmates for the evaluation of the learning scenario presentations. It is based on 50 points which will be converted to 10% class evaluation (based on your average group score from classmates) and 10% Scheer evaluation.

- |  |        |
|--|--------|
| 1. Explanation of learning objective(s)<br>(Learner need to know)  | 5 max  |
| 2. Establishing adult teacher-learning relationship<br>Recognizing experiences of adult learners (learner input) | 10 max |
| 3. Maintain interest and learner motivation (climate)  | 10 max |
| 4. Effectiveness of teaching method(s) or tool(s)<br>for promoting adult learning                                | 20 max |
| 5. Total group participation in learning scenario presentation   | 5 max  |

## *Guidelines for Graduate Students Writing their Personal Philosophy of Adult and Continuing Education*

Your personal philosophy of adult education should be about what you believe is important in what you stand for, value, and profess as an adult educator.

Think about three adult/continuing education professionals you admire most in life. What specific qualities do you admire in them?

What words or phrases do you want friends and family members to use in describing you and your career? What is your ultimate career goal as an adult/continuing educator?

Also, based on the research literature, think about what most makes sense to you in building the foundation for your personal philosophy of adult education.

After thinking through the questions above, start to write your personal philosophy. It should be about 4 pages double-space typed. Include in your personal philosophy some of the research literature (theories, etc.) that supports your position. Give citations within the text as appropriate, for example, (Knowles, Holton, & Swanson, 2005). The research literature foundation should be no more than one third of your paper. The other two thirds should be your own philosophy based on a synthesis of the literature.

**Due: March 1<sup>st</sup>, 11:59 PM, via Carmen Dropbox.**

## *Guide for Group Written Synopsis*

1. Paper will be turned in as a group assignment (cooperative learning). The purpose of the written synopsis is to identify, explain, and discuss the particular adult learning strategies and techniques that your group utilizes based on a particular teaching goal or objective with your topic or subject area. It is recommended that you use two different teaching methods during the group presentation. **Due: March 8<sup>th</sup>, 11:59 PM, via Carmen Dropbox.**

2. Paper should be typed and double-spaced.

3. Use the following outline for the Written Synopsis:

- A. Identify learning goal or objective (5 points)
- B. Briefly give background information on topic or subject area (10 points)
- C. Give assumed characteristics and background of target audience (5 points)
- D. Identify adult learning techniques or methods (10 points)
- E. Discuss why those adult techniques or methods were used
  - 1. Provide **theory** behind adult learning teaching methods (use citations as needed and reference them) (10 points)
  - 2. Provide **research** literature that supports adult learning/teaching methods (use citations as needed and reference them) (10 points)
- F. Elaborate on how individual accountability was established in the group (5 points)
- G. Group Processing - share the group's reflection on the process of working together (5 points)
- H. Grammar-Spelling-APA Format-Structure (10 points)

70 total possible points, converted to 20% of final grade.

The written synopsis should be about 8 to 10 double-spaced typed pages (not included reference or title pages).