
Texas A&M University
Department of Agricultural Leadership, Education & Communications
ALED 426 – Leading and Training Adult Learners
Spring 2023 (Travel is January 2-15, 2023)
(San Isidro de Peñas Blancas, Costa Rica)

Instructor: Tim Murphy, Professor, timothy.murphy@ag.tamu.edu 245 AGLS

Suggested Materials:

Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner* (8th ed.). New York, NY: Routledge.

Merriam & Bierema (2013). *Adult learning: Linking theory and practice*. Jossey-Bass.

Other: Multiple online readings, databases, and media are used in this course.

Description: Planning educational training programs, including leadership programs, to implement with an adult audience; includes needs assessment, instructional design, lesson plan development, evaluation and other items related to leading adults.

Objectives: Upon completion of this course, students will be able to:

1. Describe the development of adult education in agricultural and extension education;
2. Describe the characteristics, learning principles, and motivations of adult learners;
3. Select teaching techniques and methods appropriate for adults based on their needs;
4. Understand and describe the role of the adult educator;
5. Describe steps and processes related to instructional design;
6. Apply strategies for active learning in adult training programs; and
7. Plan, conduct, and evaluate an adult education lesson.

Rationale: This course focuses on diversity of people and culture as it relates to United States' and international agriculture. Importance is placed on living and working in a global, pluralistic society, and developing communicative approaches for solving technical and social problems. The TAMU Soltis Center for Research and Education affords learners an authentic educational setting for non-U.S. perspectives on the multicultural origins of agriculture, thereby deepening the study abroad experience. This course is intended for those who desire to broaden their knowledge of an international and pluralistic society. Cultural appreciation is the critical analyses of one's own and others' perceptions, beliefs, and value systems that influence our worldviews. Students who experience cultural differences broaden their understanding of other cultures. Costa Rica's abundant variety of plants, animals, foods, agricultural practices, and cultural customs and traditions greatly facilitate the teaching and learning of cultural pluralism in agriculture.

Best Practices for Course and Academic Success

- Establish weekly study time (e.g., three hours in class and six hours outside class).
- Read materials in Canvas before class meetings; participate actively and submit assignments by due dates.
- Focus study efforts on understanding and using course concepts.
- Communicate with peers and instructors to gain deeper understanding of course concepts.
- Missing class or silent non-participation during class results in unlearned concepts.

Course Schedule (Subject to change):

Dates	Tentative Topics	Assignments*	Hrs ¹	Hrs ²
Pre-dep.	Pre-travel orientation, networking, etc.	Surveys	2.0	6.0
Pre-dep.	Pre-travel orientation to learning from experience and adult development	KERP & Reflection	4.0	10.0
Pre-dep.	Identify individual preferences towards the various philosophies of adult education.	PAEI & Reflection	4.0	10.0
Jan. 2	<i>Travel to Costa Rica</i>			
Jan. 3	<i>Hike to Rainforest/Waterfall</i> • Introduction to Adult Ed. Philosophy		2.5	2.5
Jan. 4	<i>Farms (Chrisley Dairy); Proyecto Asis</i> • Adult Learner Principles / Characteristics	Team Reflections #1	2.5	2.5
Jan. 5	<i>Farms (Luna Nueva); Nighttime Rainforest Hike</i> • Needs Assessment / ADDIE Model		2.5	2.5
Jan. 6	<i>Local Agribusiness (Espiritu Santo Coffee)</i> • Instructional Design/Lesson Plans	Team Reflections #2	2.5	2.5
Jan. 7	<i>Ecotourism (Nectandra Garden)</i> • Adult Teaching Methods		2.5	2.5
Jan. 8	<i>Field Trip to Arenal Volcano National Park</i>		2.5	1.5
Jan. 9	<i>Ecotourism (Ziplines, Hot Springs, River float)</i> • Arenal Volcano; Linda Vista Hotel			10.0
Jan. 10	<i>Travel to La Fortuna for lunch and shopping</i> • Rainforest Chocolate Tour	Team Reflections #3	2.5	2.5
Jan. 11	<i>Tilapia Farm Visit</i> • Conducting Adult Education Programs		2.5	2.5
Jan. 12	<i>Don Juan Organic Farm Visit</i> • Lesson/Program Evaluation		2.5	2.5
Jan. 13	<i>Guanacaste (Occidental Tamarindo Hotel)</i> • Local cultural tours	Team Reflections #4	2.5	2.5
Jan. 14	<i>Local Cultural Tours</i>			10.0
Jan. 15	<i>Return Travel to Texas</i>			
Jan. 17- Feb. 24	Working Philosophy of Adult Education (5-week class; TBD, 1 hour/week)	Philosophy of Adult Education (Draft, Peer Review, Final)	5.0	10.0
Feb. 27- Mar. 31	Teaching Adults (5-week class; TBD, 2 hour/week)	Lesson Plan, Team Teaching, Lesson Evaluation	10.0	10.0
*ALL projects must be in Word format and include the student's LAST NAME as part of the file name. Assignments are detailed in Canvas with due dates/times; late submissions incur a 10% penalty per day past the deadline. Missing class or other planned activities for an unexcused absence (see Student Rules) requires make-up assignments ; failure to complete make-up work results in one letter grade reduction for the final course grade.			50.0	90.0
<p>¹ Federal, state, and university rules require a minimum of 45-48 hours of instructional time for each three-credit hour course (see University Rule 11.03.99.M1). ² Online and hybrid courses must meet the same credit hour requirement as face-to-face courses and must account for 45 hours of instructional time for each three-credit hour course. Semester credit hour is defined as not less than:</p> <ol style="list-style-type: none"> One hour of formalized instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time; or At least an equivalent amount of work as required in item (1) of this definition for other academic activities leading to the award of semester credit hours. <p>One hour is defined as a minimum of 50 minutes per week. Formalized instruction is any combination of the following:</p> <p>(1) Classroom instruction through lecture, discussion, or <u>instructor-guided activity</u>;</p>				

Dates	Tentative Topics	Assignments*	Hrs ¹	Hrs ²
	(2) Instructor-facilitated online learning.			
This course has been assigned three credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time (Federal Rule 75 FR 66832; see https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf).				

Assignments (subject to change. All due dates are posted in Canvas):

Preflection Surveys (50 points): Complete introspective analyses of career competencies (communication skills, teamwork, problem-solving and decision-making skills, professionalism etc.). Respond to the Preflection Surveys as assigned.

KERP and PAEI (100 Points)

Complete the Kolb Educator Role Profile (KERP); write a two-page reflection on your current approach to learning from experience. Complete the Philosophy of Adult Education Inventory (PAEI); write a two-page reflection of individual preferences towards the various philosophies of adult education.

Team Facilitated Reflections (100 points)

Active class and study abroad participation is essential to enhance your career competencies. To demonstrate active course participation (pre-departure, in-country, and post-return) student teams lead “Facilitated Reflection Sessions,” focusing group discourse on the learning objectives in this study abroad program. Additional information, discussion topics, and a rubric are posted in Canvas. Note: Cell phones and other media are prohibited during this assignment.

Post-travel Surveys (100 points): Complete post-experience surveys by **Feb. 24th**.

Working Philosophy of Adult Education (50 points/stage; 150 total): see Canvas.

The purpose of this assignment is to help you develop, critique, and refine a statement of your beliefs about adult education in general and teaching and learning in adult education in particular. This exercise aids in answering the questions, “Why do you teach,” rather than “What or how do you teach adults?” Your working philosophy of adult education describes your beliefs about teaching and learning, influencing factors on your views, the purpose of adult education, and how it is achieved in an adult education setting. Your philosophy of adult education is an important item to include in your portfolio; it serves an important role as a guide for designing and implementing educational programs. Your individual KERP and PAEI reports will be helpful in developing your working philosophy. If updated regularly, it helps identify changes or progression in your thoughts and beliefs about adult education. Grading (see Canvas for criteria) is not based on page length but does account for integration of course concepts into an honest working philosophy of adult education and of course, proper spelling and grammar. Although citations are not necessary, your statements should be clearly aligned with the major philosophers studied in this course. Multiple submissions in this assignment include:

1. Develop a DRAFT version of your working philosophy of adult education;
2. Participating in a double-blind peer review and critique of others’ philosophical statements;
3. Write a FINAL version, using instructor and peer critiques of your philosophy of adult education.

Consider these questions (think about them, but it’s unnecessary to answer each one) as you develop, critique, and refine your working philosophy of adult education:

- What is the purpose of education (what is the purpose of adult education)?
- What key concepts and/or practices best describe your beliefs about adult education?
- What are the attributes of successful adult learners?

- What are your roles and responsibilities as an adult educator?
- What teaching/learning materials are used in adult education settings? Why use those?
- How are adult education lessons and programs evaluated?

Adult Education Lesson Plan (100 points): see Canvas for information and due dates.

The purpose of this assignment is to improve career competencies and create adult education lesson plans. Teams develop an adult education lesson, based on the needs assessment outcome. Team lesson plans include a) objectives (refer to Bloom's Taxonomy), b) resource materials, c) interest approach, d) instructional techniques, e) subject matter, F) topic application, g) review and closure, and, h) lesson evaluation.

Lesson Evaluation (100 points): see Canvas for information and due dates.

The purpose of this assignment is to strengthen career competencies and develop adult education lesson evaluation instruments. Teams will develop an evaluation instrument (75 points) to assess if lesson plan objectives were met from teaching their adult education lesson plan. Participants will complete evaluation instruments after each team's session (see next assignment). Data collected from teaching the lesson plan will be summarized and submitted (25 points) via Canvas.

Team Teaching (100 points): see Canvas for information and due dates.

The purpose of this assignment is to refine career competencies and provide opportunities to practice conducting and evaluating adult education lesson plans. Teams will teach (50 points) their lesson plans to other teams (~20-minute sessions). Peer and self-evaluation (50 points) of lesson plan delivery constitute the possible points in this assignment. Failure to actively participate (i.e., unexcused absences) during lesson plan team teaching results in a 50% reduction of an individual's possible score.

Grading Scale
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <59%

Criteria for Written Work:

All written work is submitted as WORD documents, through Canvas (assignment deadlines noted). All are typed, single-spaced, 12-point font, numbered pages, and have one-inch margins. EVERY document must include your name and date. Rubrics (see Canvas) are used to grade all written work.

References (not a comprehensive list):

- Caffarella, R. S. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). San Francisco: Jossey-Bass.
- Galbraith, M. W. (Ed.). (2004). *Adult learning methods: A guide to effective instruction* (3rd ed.). Malabar, FL: Krieger Publishing Company.
- Merriam & Bierema (2013). *Adult learning: Linking theory and practice*. Jossey-Bass
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass.

Journals:

Agricultural and Extension Education

- *Journal of Agricultural Education*, <http://www.jae-online.org/>
- *Journal of Extension*, <http://www.joe.org/>
- *Journal of Human Sciences and Extension*, <http://www.jhseonline.com/>

Adult Education

- *Adult Education Quarterly*, <http://aeq.sagepub.com/>
- *Adult Learning*, <http://alx.sagepub.com/>

- *Journal of Transformative Education*, <http://jtd.sagepub.com/>
- *New Directions for Adult and Continuing Education*,
[http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1536-0717](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1536-0717)

Faculty Senate Statement on Plagiarism and Aggie Code of Honor: Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student.

“An Aggie does not lie, cheat, or steal nor tolerate those who do”

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. If you have questions about plagiarism, please consult the latest issue of the Texas A&M University Student Rules, which can be found online at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the Aggie Honor System (<http://aggiehonor.tamu.edu/>).

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Attendance Policy: “The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at <http://student-rules.tamu.edu/rule07>.”

Copyright Policy: All handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including the syllabus, exams, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use and may not be given or sold to other individuals.

Syllabus Revision Policy: Revision to this syllabus will be made at the instructors’ discretion. Changes in dates and topics will be announced in class and may not be communicated in writing.