BARTON COMMUNITY COLLEGE
COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: XXXX XXXX
Course Title: Instruction Methods for Adult Learners
Credit Hours: 1
Division and Discipline: Continuing Education/ Professional Development
Course Description: Instruction consists of a review and study of the instruction methods and practices used to in Adult Education.

II. CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:
http://academicintegrity.bartonccc.edu

III. COURSE AS VIEWED IN TOTAL CURRICULUM

Course of study includes practices on development of effective teaching techniques regarding Adult Education. Instructional Methods for Adult Learners is a professional development course designed to assist Instructors at Barton Community College achieve certification in methodology pertaining to instructing adults.

The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. It is the student's responsibility to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

IV. ASSESSMENT OF STUDENT LEARNING

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton as a learning college, in finding ways to improve student learning.

Course Outcomes

A. Explain Learning Theory and the six principles of adult learning
   1. Define andragogy
   2. Explain the 14 andragogy principles
   3. Distinguish between education, training and instruction
   4. Describe Malcolm Knowles six principles of adult learning
   5. Define ways Knowles' Adult Learning Principles can be used to facilitate adult learning
   6. Distinguish education, training and when real learning occurs

B. Identify the preferred learning styles
   1. Identify the influencers of learning styles
   2. Describe the benefits and challenges of the Kolb Learning Style Inventory (LSI)
   3. Describe the benefits and challenges of VARK (Visual, Aural, Read/write, Kinaesthetic)
   4. Explain the possible teaching approaches to accommodate differences in learning style

C. Describe Mezirow's perspective on learning
   1. Identify the principles of Transformative Learning
   2. Explain the three types of learning based on Mezirow's revised Transformative Learning Theory
   3. Explain the five characteristics of the Learner-Centered Teaching

D. Explain the principles involved in Instructional Design
   1. Explain what is meant by Instructional Design
   2. Describe the various types of Instructional Design Systems
   3. Explain the principles of Education Technology
   4. Compare and Contrast the Merrill's First Principles of Instruction, Addie Model, Dick and Carey Model and Gagne's Nine Events of Instruction
   5. Summarize Bloom's Taxonomy
   6. Explain the difference between a synchronous and asynchronous learning environment

E. Evaluate classroom management practices.
   1. Identify your teacher management style
   2. Describe the importance of having a classroom management plan
   3. Identify possible classroom arrangements to maximize learning and discipline
   4. Explain methods to prevent classroom disruptions
   5. Explain techniques to handle student confrontations

F. Explain the methods for presenting subject matter
   1. List the top six teacher tasks
   2. List the various types of teaching methods
   3. Identify ways to develop a lesson plan and evaluate the benefits of using a lesson plan template
   4. Explain methods used to motivate students
   5. Explain methods of evaluation and assessments to improve student performances

V. INSTRUCTOR EXPECTATION OF STUDENTS IN CLASS

VI. TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE

VII. REFERENCES

VIII. METHODS OF INSTRUCTION AND EVALUATION

IX. ATTENDANCE REQUIREMENTS