Adult Programs in Agricultural and Extension Education

- Instructor: Dr. Jon Ramsey, Associate Professor
- Office: 466 Agricultural Hall
- Tele: (405) 744-4260 Fax: (405) 744-5176
- E-mail : jon.ramsey@okstate.edu
- Virtual Office Hours: I am interested in supporting student learning to the best of my ability. I will return e-mail correspondence within 48 hours. See communication plan for additional ways for us to interact.
- Course web site:
- Important dates: August 21 - Class begins, August 28 Class discussions via discussion groups begins. Last week for class Discussion November 27. Last day of class December 8. Final grades due electronically from faculty December 19

University catalog course description
Determining adult needs, priorities, participation in educational activities and adoption of new ideas and practices. Designing, organizing, conducting, and evaluating adult education program in agricultural and extension education.

Course Goal
To understand the theory and practice of teaching adults in an agricultural context. Students will understand best practices for teaching adults by studying learning theory and planning a program for adult learners.

Course Objectives
As a result of participating in this course the student will be able to:
1. Understand the profession and practice of adult education and its major concerns:
   a. The nature of adult learners, learning, and development
   b. Theoretical frameworks for teaching adults
   c. Professional identity
   d. Facilitation and design of learning appropriate for adults
   e. Emerging trends in adult education
2. Develop an original program plan for educating adults.
3. Conceptualize teaching methods consistent with andragogy principles including best practices in adult education.

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Required Textbooks for AGED 5123 Adult Programs in Agricultural and Extension Education

1. Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (Eds). (2010). *Handbook of adult and continuing education, 2010 edition.* Los Angeles: Sage. ISBN: 978-1-4129-6050-2
2. Caffarella, R. S., & Daffron, S. R. (2013). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (3rd ed.). San Francisco: Jossey-Bass, Inc. ISBN: 978-0-470-77037-5
3. Bain, K. (2004). *What the best college teachers do.* Cambridge: Harvard University Press. ISBN: 0-674-01325-5

Book	Purpose	Notes
Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (Eds). (2010). *Handbook of adult and continuing education, 2010 edition.* Los Angeles: Sage. ISBN: 978-1-4129-6050-2	To explain the most important principles, theories, philosophies, practices, and emerging trends in adult education from a theorist's perspective.	This book was written by the most esteemed adult education theorists (academics) in the field. It is a comprehensive compilation of the literature in adult education. We will read about 15 of the 40 chapters. Read in the morning, after 2 cups of coffee and full mental alertness. Take notes on new vocabulary and implications for practice.
Caffarella, R. S., & Daffron, S. R. (2013). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (3rd ed.). San Francisco: Jossey-Bass, Inc. ISBN: 978-0-470-77037-5	A *How-To* manual for planning a program for adult learners. A practitioner's guide written at a very basic level.	This book teaches us how to plan a program for adults in a systematic manner considering all the steps in the process. Every aspect of program planning is explained in detail with worksheets. The end product is your program plan assignment. Read after one cup of coffee when you are ready to create your program plan.
Bain, K. (2004). *What the best college teachers do.* Cambridge: Harvard University Press. ISBN: 0-674-01325-5	An essay on how effective teachers behave in a formal college classroom. The author summarizes years of research on effective teaching behaviors.	A very good and accessible read for the lay audience. Enjoyable and fast reading. Read in the evening to relax and learn about good teaching skills. Use the knowledge gained in this text to plan your lessons for high impact.

Grading System: A=90-100% B=89-80% C=79-70% D=69-60% F=59% and below

Assignments: 100 points possible
- Self-Introduction (2.5%)
- Participation in online discussions (25%)
- Weekly worksheets (15%)
- Program Plan Assignment (57.5%)

Late Work Policy: No late work is accepted.

Self-Introduction (2.5%)
> **How it Works -** Self-Introductions. Use this first discussion topic to introduce yourself to the group.
>
> 1. Create a PowerPoint file named "AGED5123 Orientation your first and last name." Be creative! Help us get to know the "real" you, personally as well as professionally! Be creative! Your file should include the following:
>
> - Maximum 2 slides
> - Maximum 6 images (can use cartoons to replace personal pictures)
>
> Add brief titles and images to your slides. Images can be original, or saved from the Internet. They can be photos, clipart, drawings, or whatever you want. *Important: Please use small images (no more than 1MB each).
>
> 2. Post your PPT to the learning styles' group that fits you best i.e., Visual, Auditory, if Kinesthetic using the "Add File" button available in the Compose window.
>
> 3. Reply to at least three (3) other participants' posts in or outside your group, commenting on what you interpret from their introduction.

Discussion Board (25%)
> **The class will engage in 10 group discussions via the *Brightspace* discussion board. Discussions will August 28 and end on November 3, 2017. Student facilitators will lead the discussions during this time. The discussion group facilitator(s) will change weekly.**
> > a. **Facilitating Discussion** - Discussion groups of 4-7 participants will be formed. The facilitator is responsible for initiating the group's discussion with one or two questions or ideas based on the weekly reading and purpose, the facilitators' questions are due on the Discussion Board by midnight each Monday. The facilitator will work to guide and deepen the discussion through replies to other participants' posts. This may be in the form of additional thoughts or questions.

b. **Quantity of Postings** - Active participation in course discussions is a major aspect of this course. For each weekly discussion, you are expected to post two (2) responses by midnight, Thursday after the facilitator posts his/her initial post. One post is to respond to the facilitator's questions. Another post is your comments on another group members' post. Afterward, please respond to AT LEAST two (2) other participant's posts by midnight, Sunday each week. You are encouraged to exceed this minimum expectation. The minimum requirements are to get a conversation started. Whether or not a conversation expands beyond this is up to you and the other participants.

S	M	T	W	R	F	S
Respond to AT LEAST two (2) other participants' posts by midnight.	Facilitator posts weekly discussion topic no later than midnight			Post two (2) responses by midnight.		

c. **Quality of Postings** - Your posts should be comparable to the kinds of comments you would make in a face-to-face course. A three-page essay will not lend to quality discussion. On the other hand, neither will only saying "I agree!" Please consider this when you post. The quality of the online discussion is contingent on the quality (not length) of the posts of those in the discussion. A rubric of quality discussion is provided in Content – Course Information in OC (*Brightspace*).

d. The instructor will participate actively in the course discussions but will not interfere with the role of the facilitator.

Worksheets (15%)

Worksheets have been created to support your learning. They are graded Pass > 80%/Fail < 80% and submitted to the *dropbox*. Students completing 12-11 worksheets will be awarded all 15 points; 10-9 worksheets will earn 12 points; students completing 8-7 worksheets will earn 11 points. Students completing less than 6 worksheets will earn zero points for the worksheet component of the course. Worksheets must be submitted to the *dropbox* by Sunday midnight of the week they are due. Completing the worksheets will facilitate the completion of your major class project, the Program Plan assignment. The worksheets walk you step-by-step through the program plan assignment and help to focus your study time when reading the textbook.

Program Plan (55%)

Application of learning is the keystone to learning transfer. To facilitate learning transfer, students will identify an agricultural organization to serve as the context for an educational program targeting adult learners. Students will complete a four-step process while developing an adult program plan. Each section is designed to help facilitate the planning process.

Program Plan Overview (2.5)
In 144 characters or less describe the audience and goal/objective of your program plan.

Section I (10)
Identifying and describing the group while identifying support for the program

Section II (15)
Developing instructional materials for adult learners

Section III (10)
Evaluation of the program

Section IV (10)
Selecting Formats and Schedules appropriate for adult learning

Final Program Plan (Reflects all corrections/edits) (10)

Class time organization and teaching philosophy
- Students will co-create (Facilitating Discussion) this course as part of being an adult learner and learning how to provide educational opportunities for adults.
- Students will participate in online discussions each week (beginning August 28), taking a leadership role on several occasions.
- Students will develop a program plan for educating adults.
- The instructor will assume the role of facilitator.

Criteria for written work
- All written work must be submitted online in the *Brightspace Dropbox*
- Written work should use 12-point font, pages numbered, and have 1" margins on all sides.
- Program Plan must follow APA 6th edition guidelines for formatting and bibliographical citations.
- Cite all work using APA 6th ed style: Plagiarism is a serious offence.
- Peer review of written work is an excellent practice and highly encouraged prior to submission of assignments.

Internet Netiquette Guidelines
Be kind, gentle, polite, respectful, thoughtful, insightful, reflective, and treat others as you wish to be treated.

Americans with Disabilities Act
According to the ADA, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need classroom accommodations, contact the office of Student Disability Services (SU 315). Please advise the instructor of your disability as soon as possible, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability from SDS but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process during which the existence of a qualified disability is verified and reasonable accommodations are identified. Call 744-7116 for more information.

Academic Dishonesty and Misconduct Statement
Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration on homework or assignments, plagiarism, multiple submissions of the same assignment, cheating on examinations, fabricating information, helping another person cheat, having unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in you being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, http://osu.okstate.edu/acadaffr/aa/academicintegrity.htm

Suggested Readings for Further Study in Adult Education

1. Cahn, S. M. (Eds). (2009). *Philosophy of education: The essential texts*. London: Routledge.
2. Corder, N. (2008). *Learning to teach adults: An introduction*. London: Routledge.
3. Daines, J. (2006). *Adult learning: Adult teaching* (4th ed.). Malta: Gutenberg Press.
4. Jarvis, P. (Eds). (2006). *The theory and practice of teaching*, (2nd ed.). London: Routledge.
5. Jarvis, P., Holford, J. & Griffin, C. (Eds). (2003). *The theory and practice of learning*, (2nd ed.). London: Routledge.

6. Mackeracher, D. (2004). *Making sense of adult learning* (2nd ed.). London: University of Toronto Press.
7. Merriam, S. B. & Brockett, R. G. (2007). *The profession and practice of adult education: An introduction*. Jossey-Bass, Inc. ISBN: 978-0-470-18153-9
8. Merriam, S. B. (Eds.). (2008). Third update on adult learning theory. *New Directions for Adult and Continuing Education (119)*. San Francisco: Jossey-Bass.

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WOW, that's a lot to take in all at once! Keep this syllabus handy and read it over in a week once you get a feel for the course. We will be successful together, and remember the old saying; the squeaky wheel gets the grease. If you have questions, just ask. I'll see you in *Brightspace!*

Course schedule/outline Fall 2017

AGED 5123 Adult Programs in Agricultural and Extension Education
Dr. Jon W. Ramsey

Topic	Lesson Title and Date	Caffarella, R. S. (2013). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (3rd. ed.). San Francisco: Jossey-Bass, Inc.	Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). *Handbook of adult and continuing education, 2010 edition.* Los Angeles: Sage.	Handouts and Multi-Media Resources	Assignments
1	Introduction to Adult Learners 8-21-2017		1: Adult Learners 2: Access and Participation 3: Adult Learning 4: Adult Development	What defines adulthood? Listen to the NPR story on how Generation Next is taking longer to mature than previous generations-Emerging adulthood between ages 18-25. What is your learning style? Take the Paragon Learning Style Inventory (PLSI) to determine your learning style. What is your learning strategy? Take the ATLAS to find out. What is your strongest intelligence? Learn about Howard Gardner's multiple intelligences theory	Complete Self-Introduction in the Discussion Section of our Brightspace classroom.
2	Planning Programs 8-28-2017	1: Planning Programs for Adults: What's It All About?	14: Planning and Delivering Programs	10 Big Ideas for Teaching Adults What do we mean by learner context and characteristics? How can that information help us to be more effective adult educators?	Worksheet 1 Online Discussion
3	Planning Models 9-4-2017	2: Introducing the Interactive Model of Program Planning 3: Exploring Foundation Knowledge of Program Planning	6: Theoretical Frameworks for Understanding the Field 12: Professional Identity	Malcolm Knowles Andragogy in Practice Model Learning to lead from the seat of a kayak. Listen to this example of experiential and transformational learning for young adults NPR story.	Worksheet 2 & 3 Online Discussion
4	Discerning the Context 9-11-2017	4: Discerning the Context		How does gender influence the way adults learn and how can educators use theory to enhance adult programs? What does culturally responsive teaching mean and how can adult educators put it into practice? What is diversity? How can adult educators work effectively with diverse audiences? Teaching Adults in an Urban Context How does an urban context impact how we facilitate learning? What barriers are faced by inner city residents? What unique needs do urban learners have?	Worksheet 4 Online Discussion Program Plan Section 1 (15) **Due 9-14-17**

Topic	Lesson Title and Date	Caffarella, R. S. (2013). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (3rd. ed.). San Francisco: Jossey-Bass, Inc.	Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). *Handbook of adult and continuing education, 2010 edition*. Los Angeles: Sage.	Handouts and Multi-Media Resources	Assignments
5	Building Support for Programs 9-18-2017	5: Building a Solid Base of Support	31: Social Justice in Adult and Continuing Education	What is informal and non-formal learning? How do adults engage in it? How can educators use this information to facilitate learning?	Worksheet 5 Online Discussion
6	Deciding What to Teach 9-25-2017	6: Identifying and Prioritizing Ideas and Needs 7: Sorting and Prioritizing Program Ideas		When planning programs for adults we must first consider how we will motivate and engage our learners. What strategies are effective for enhancing adult learner motivation?	Worksheet 6 & 7 Online Discussion
7	Lesson Planning: Objectives and Instructional Plans 10-2-2017	8: Designing Instruction 9: Devising Transfer of Learning Plans	13: Facilitation and Design of Learning	Teaching Styles The adult educators' perspective should be considered when planning programs. Consider Pratt's five perspectives when designing your program plan by taking the TIP and discovering your teaching style: Transmission, apprenticeship, developmental, nurturing, or social reform. What is your teaching style? Transmission, apprenticeship, developmental, nurturing, or social reform? Take the TPI to find out today. Chicago High School Raises Crops, Career Hopes. Finding appropriate curriculum is difficult. Listen to this story on how an inner-city program is reaching teens using agriculture.	Worksheet 8 & 9 Online Discussion
8	Evaluation 10-9-2017	10: Formulating Program Evaluation Plans	15: Assessment and Evaluation	What does *teaching from the heart* mean and how can Extension educators become teachers from the heart to facilitate learning in the whole person - mind, body, and spirit? What is critical thinking and how can educators create lessons that build critical thinking skills?	Worksheet 10 Online Discussion Program Plan Section 2 (15**) Due 10-12-17**

Topic	Lesson Title and Date	Caffarella, R. S. (2013). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (3rd. ed.). San Francisco: Jossey-Bass, Inc.	Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). *Handbook of adult and continuing education, 2010 edition*. Los Angeles: Sage.	Handouts and Multi-Media Resources	Assignments
9	Management: Formats, Schedules, & Staffing 10-16-17	11: Selecting Formats, Schedules, and Staffing Programs	16: Management and Leadership	How can adult educators create a supportive and challenging climate for learners? What do we know about creating effective learning environments? View the interview with Joan Cybela.	Worksheet 11 Online Discussion
10	Preparing and Managing Budgets 10-23-2017	12: Preparing and Managing Budgets 14: Details, Details, Details 15: Revisiting the Interactive Model of Program Planning			Worksheet 12 Online Discussion
11	The Aging Learner 10-30-2017		34: Adult and Continuing Education for an Aging Society	Aging has many effects on our ability to learn. Some say that age is a state of mind (you are only as old as you feel), in fact aging is not a preventable disease. It's part of the life cycle and there are real and measurable effects on human learning. Listen to the following NPR stories to get a deeper understanding of how aging effects learning. 1. Internal Chatter Limits Multitasking As People Age 2. The Aging Brain is Less Quick, but More Shrewd 3. Multitasking Teens May be Muddling Their Brains 4. The Teen Brain: It's Just Not Grown Up Yet	Online Discussion
12	The Future of Adult Education 11-6-2017		37: Globalization and the Role of Adult and Continuing Education 39: Informal Learning in a Virtual Era	Listen to the story of how an innovative farmer is trying to change the way we farm, Prairie Pioneer Seeks to Reinvent the Way We Farm. How is Jackson using critical thinking to help solve the environmental challenges of our time?	Online Discussion Program Plan Section 3 (10) **Due 11-9-17**
13	11-13-2017	13: Organizing Marketing Campaigns			Online Discussion
14	11-20-17	Bain, K. (2004). *What the best college teachers do.* Cambridge: Harvard University Press. ISBN: 0-674-01325-5		Read Ch. 1- 4	Online Discussion

Topic	Lesson Title and Date	Caffarella, R. S. (2013). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (3rd. ed.). San Francisco: Jossey-Bass, Inc.	Kasworm, C. E., Rose, A. D., & Ross-Gordon, J. M. (2010). *Handbook of adult and continuing education, 2010 edition*. Los Angeles: Sage.	Handouts and Multi-Media Resources	Assignments
15	11-27-17	Bain, K. (2004). *What the best college teachers do.* Cambridge: Harvard University Press. ISBN: 0-674-01325-5		Read Ch. 5-7	Online Discussion Program Plan Section 4 (15) **Due 11-30-17**
16	Course work ends on December 8, 2017				Final Program Plan (20) **Due 12-7-17**

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