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EDAC 634 800 The Adult as a Learner

Department of Educational Studies
Summer Semester 2026

Instructor Information

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Office Hours: Flexible by appointment.

*Please email me for individual assistance. I will get back to you within 24 hours if not before.

BSU Mission Statement

The mission of the professional education program at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.

Introduction to Course and Instructor

Welcome to EDAC 634!

I look forward to being your instructor this semester. EDAC 634 is an asynchronous course, so we will engage primarily through Canvas, with (optional) Zoom class sessions, virtual office hours, and opportunities for individual meetings.

This course provides an overview of adult learning theories, approaches to learning, and current research related to educating adults in today's society. You will engage with readings, research, and discussions to deepen your understanding of effective educational approaches for adult learners.

EDAC 634 is designed to help you examine your understanding of adult learners. As you reflect on your knowledge, beliefs, and assumptions, you will draw from several important sources. One key source is you as a learner. The experiences of your classmates will also offer valuable insights. Additionally, you will reflect on adult learners you have worked or lived with. A critical foundation for this course—and for your future practice—is the academic literature on adult learning and development, as well as resources from relevant professional associations.

The relationships we have with adult learners matter deeply, both personally and professionally. We are all adult learners ourselves. In different roles, we may support adult learning in formal or informal settings to facilitate growth, development, or change. Adult learners may be our students, clients, employees, or colleagues. Whatever the context, the more we understand the learners we work with, the more effectively we can support their learning. While prior coursework in education can be helpful for grasping some of the concepts and terminology, your personal experiences as a learner and your observations of educators and learning environments will also serve as valuable resources.

Through our discussions on Canvas, we will explore ideas from the textbook and supplemental readings, making connections to your own experiences. Canvas will be our hub for submitting assignments, sharing reflections, and interacting with one another. Each week, I post activities in the “Modules” on the Canvas home page. There, you will find links to discussions, assignments, resources, and more.

We will interact with each other via **2 (optional) Zoom meetings** where you will have opportunities to ask questions about the course, assignments, etc. We will work together to accomplish the goals of the course as a learning community. I am happy to be your facilitator of learning this semester. My role is to create opportunities for you to frame, reframe, and deepen your understanding of adult learners. You will draw on the course materials, your lived experiences, and interviews with peers to engage in this process.

Please bring your creativity, intellectual curiosity, and a sense of critical hope and optimism to the topics we explore. There are many ways to interpret the world around us. While each person's perspective is valuable, we must also remain open to difference and dialogue. As adult learners, we are responsible for treating one another with the respect and dignity we each deserve.

As an adult educator, I see my role as a guide and support in helping you set high expectations for yourself and pursue your goals. Together, we will grow in our understanding of the world and our place within it.

Thank you, and please do not hesitate to reach out to me if you have any questions or concerns.

I look forward to working with you this semester!

Warm regards,

Dr. Kheang

Course Materials

Required Textbook to Purchase

Merriam, S., & Baumgartner, L. (2020). *Learning in adulthood: A comprehensive guide* (4th ed.). Jossey-Bass.

Supplemental readings will be posted on Canvas.

Course Information

Course Description

An overview of adult learning. Theories, approaches to learning, and current research for the effective education of adults. [Source: BSU Graduate Catalog]

EDAC 634 is designed to help you examine your understanding of adult learners. As you reflect on your knowledge, beliefs, and assumptions, you will draw from several important sources. One key source is you as a learner. The experiences of your classmates will also offer valuable insights. Additionally, you will reflect on adult learners you have worked or lived with. A critical foundation for this course, and for your future practice, is the academic literature on adult learning and development, as well as resources from relevant professional associations.

The relationships we have with adult learners matter deeply, both personally and professionally. We are all adult learners ourselves. In different roles, we may support adult learning in formal or informal settings to facilitate growth, development, or change. Adult learners may be our students, clients, employees, or colleagues. Whatever the context, the more we understand the learners we work with, the more effectively we can support their learning. While prior coursework in education can be helpful for grasping some of the concepts and terminology, your personal experiences as a learner and your observations of educators and learning environments will also serve as valuable resources.

Course Objectives

Upon completion of this course, you should be able to:

1. Understand the different approaches to adult learning and how these approaches affect the way adult learning activities are conducted.
2. Identify current research areas reported in the adult learning literature.
3. Apply the adult learning theories in practice.
4. Design and implement adult learning or training programs with the guidance of adult learning theories.

Course Modality/Structure

This course is an asynchronous course with weekly activities and discussion boards ONLINE on CANVAS. There are two optional meetings through ZOOM during the Summer 2026 semester.

Access the course at <https://bsu.instructure.com>.

You will be working often in groups within CANVAS Discussion Boards to share your experiences and discuss the content of the chapters.

(Optional) Zoom Meetings for EDAC 634

These optional zoom meetings provide you with opportunities to ask questions and connect with the instructor and your classmates. The meetings will be recorded so that those who are not able to attend can view them later that week. I encourage you to participate in the Zoom meetings if you have time because we will be discussing issues and ideas related to the course and your own thoughts about the content of the course.

Here are the (optional) zoom meetings with dates, times, and links to the meetings:

1st Zoom Meeting: Thursday, May 14, 2026 from 5:00 PM to 6:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/97719515172>

2nd Zoom Meeting: Thursday, June 25, 2026 from 5:00 PM to 6:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/91257880839>

Course Assignments and Assessments

Graded Assignments	Points/Percentages
Online Participation in Discussion Boards, Posts, and Roles	20
Chapter Presentations & Discussion	10
Prior Knowledge Assignment	5
Images of You as an Adult Learner	10

Article Review	15
Book Review	15
Peer Review of Book Review	5
Final Project (Personal Learning Reflection Paper)	20
Total	100

Descriptions of Assignments

Online Participation in Discussion Boards, Posts, and Roles (20 points = 20%)

Participants learn not only from the text and the instructor but also from one another. Each week, two of your peers, designated as '*presenters of the week*,' will collaborate on a chapter presentation. They will work in pairs to post a chapter summary along with two discussion questions.

If you are not the presenter of the week, your role is to participate in the Online Discussion Forum facilitated by the presenters of the week.

Here are the rules for the online participation in discussion boards:

1. Respond to the two discussion questions provided by the (chapter) presenters of the week.
2. Respond to at least one post from one of your peers in that forum.
3. All your responses to the discussion questions and classmates' posts each week must be insightful and meaningful ("I agree," "I like your idea," or "I don't think so" are unacceptable responses). Pithy responses move the conversation forward and explore ideas thoroughly providing feedback to others and asking more questions about the material so others can continue the dialogue.

Chapter Presentations & Discussion (10 points = 10%)

Each person will be assigned a chapter from the textbook to work in pairs, summarize, post questions for the group during the assigned week, and facilitate the online discussion. During your assigned week, you will be referred to as the presenter or facilitator of the week. You will be able to see your name listed for the week you are designated as the chapter presenter, along with the name of your partner for that week.

Here are the roles of the presenters of the week:

1. Work with your assigned peer by carefully reading the chapter and discussing the main points.
2. Together, decide who will post the summary of the assigned chapter along with two discussion questions by Monday at 11:59 PM (EDT).

- Facilitate the online discussion that week by responding to all the responses from your peers regarding your discussion questions. **Note:** Both of you are welcome to respond to your peers' contributions; however, this is completely optional. It's sufficient for your peers to receive a response from at least one of you.

Prior Knowledge Assignment (5 points = 5%)

Write a short essay (1 page) reflecting on your current understanding of Adult as a Learner. Focus on expressing your thoughts in your own words, and don't worry about research or citations. Consider what you have learned or known about this topic so far before taking this EDAC 634 class. There are no right or wrong answers; this assignment aims to assess your prior knowledge of adult learners.

Image of You as an Adult Learner (10 points = 10%)

This assignment invites you to explore what adult learning means to you—past, present, and future—through a visual format. You may **choose one** of the two options below to complete the assignment:

- Option 1: A PowerPoint presentation (approximately 16 slides total)
- Option 2: A short video (3–5 minutes)

Option 1: A PowerPoint Presentation

Create a PowerPoint presentation with three sections, each reflecting a different phase of your learning journey. Your presentation should include approximately 15 content slides, plus a title slide (16 total slides). Each section should include 5 slides, but you may adjust as needed.

- Section 1: Early Learning (K–12)**
Include images or photos that represent your early learning experiences and what they meant to you as a learner during that time.
- Section 2: You as a Current Adult Learner**
Share images that reflect how you see yourself as a learner today.
- Section 3: The Adult Learner You Aspire to Be**
Use images to portray the kind of adult learner you hope to become in the future.

You can include as many images per slide as you wish. **Note:** Use the presenter notes section to briefly explain what each image represents and how it connects to your learning journey. Your images and reflections should demonstrate thoughtful and meaningful engagement with the assignment.

Note: This assignment is meant to be creative and personally meaningful. Think of it as a chance to reflect on your learning journey in a visual and engaging way. Don't worry about making it perfect—just be authentic, thoughtful, and creative.

Remember to have fun with it! Unlike the more traditional writing assignments in this course, this is an opportunity to think and communicate through images or video, exploring your identity as a learner in a different format.

Option 2: A Short Video (3–5 minutes)

If you prefer, you may submit a short video presentation (3–5 minutes long) instead of a PowerPoint. In the video, describe what adult learning means to you using images or visual examples. Be sure to address all three phases:

- Your early learning experiences (K–12)
- Your identity as a current adult learner
- The adult learner you aspire to become

This format is more flexible—feel free to speak conversationally as you share or describe your images. **Note:** Please check your sharing settings and make sure that I have access to view your video.

Article Review (15 points = 15%)

Identify an article that interests you from one of the following peer reviewed resources. Your article should have been published within the last five years.

- Adult Education Quarterly
- European Journal for Research on the Education and Learning of Adults (RELA)
- International Journal of Lifelong Education
- PAACE (Pennsylvania Association for Adult and Continuing Education)
- International Journal of Adult and Vocational Education
- New Directions for Adult and Continuing Education
- New Directions for Teaching and Learning
- Journal of Transformative Education
- Adult Learning
- Studies in the Education of Adults
- Journal of Continuing Education

Please see below for the suggested headings for your paper:

SECTION 1: INTRODUCTION

- Briefly introduce the article and explain why you chose it.
- Include the article's (full APA 7th edition) citation here and in the References section (if applicable).

SECTION 2: SUMMARY OF THE ARTICLE

- Summarize the main points, arguments, and findings of the article.

- Remember to keep this concise; highlight the key takeaways without restating the entire article.

SECTION 3: CRITICAL ANALYSIS

- Evaluate the strengths and weaknesses of the article.
- Consider the clarity of the writing, the strength of the evidence, the logic of the argument, and its relevance to the field of adult education.

SECTION 4: APPLICATION TO PRACTICE

- Discuss how the insights from the article could be applied in real-world settings.
- Consider educational, workplace, or community contexts relevant to adult learning.

SECTION 5: PERSONAL REFLECTION

- Reflect on how the article connects to your experiences, values, and/or professional goals.
- How does it shape or challenge your understanding of adult learning?

SECTION 6: CONCLUSION

- Summarize your impressions and the article's significance to your growth as an adult education professional.

SECTION 7: REFERENCES

- Include a reference list in APA 7th edition format with the article and any additional sources used.

Submission: Your essay should be submitted to Canvas as a Word document, approximately 4–5 pages in length (not including the title page and reference list). Use double-spacing, 1-inch margins, and a standard 12-point font such as Times New Roman. Please include the suggested section headings to help organize your paper. The submission deadline is listed on Canvas.

Book Review & Peer Review of Book Review (Total: 20 points = 20%): 15 points (Book Review Submission + 5 points (Peer Review of Book Review))

This combined assignment allows you to explore a book related to adult learning and engage with your classmates' reflections on their chosen books.

STEP 1: BOOK REVIEW SUBMISSION (15 POINTS = 15%)

Book Selection: Choose a book from the list provided under “List of Books for Book Review” below. *If you would like to review a different book, you must receive approval from me at least two weeks before the due date.*

List of Books for Book Review:

- Addams, J. (2011/1893–1930). *On education* (collection of essays, articles, etc.).
- Argyris, C., & Schon, D. A. (1978). *Organizational learning: A theory of action perspective* (Addison-Wesley series on organization development). Addison-Wesley.
- Bateson, M. C. (1994). *Peripheral visions: Learning along the way*. Harper Collins.
- Boeren, E. (2016). *Lifelong learning participation in a changing policy context: An interdisciplinary theory*. Palgrave Macmillan.
- Boud, D. J. (1985). *Reflection, turning experience into learning*. D. Boud, R. Keogh, & D. Walker (Eds.). Anchor.
- Boyd, R. D. (1991). *Personal transformations in small groups: A Jungian perspective*. Routledge.
- Brockett, R. G., & Hiemstra, R. (1991). *Self-direction in adult learning: Perspectives on theory, research, and practice*. Routledge.
- Brookfield, S. D. (1985). *Understanding and facilitating adult learning*. Jossey-Bass.
- Brookfield, S. D. (2004). *The power of critical theory: Liberating adult learning and teaching*. Jossey-Bass-Wiley.
- Brookfield, S. D. (2011). *Teaching for critical thinking: Tools and techniques to help students question their assumptions*. Jossey-Bass.
- Brookfield, S. D., & Holst, J. D. (2010). *Radicalizing learning for a just world*. Jossey-Bass.
- Bruner, J. (1986/wrote from 1956-2003). *Actual Minds, Possible Worlds*.
- Candy, P. C. (1990). *Self-direction for lifelong learning*. Jossey-Bass.
- Cervero, R. (1988). *Effective continuing education for professionals*. Jossey-Bass.
- Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice* (3rd ed.). Stylus Publishing, LLC.
- Daloz, L. A. (1986). *Effective teaching and mentoring: Realizing the power of adult learning experiences*. Jossey-Bass.
- Darkenwald, G., & Merriam, S. (1982). *Adult education: Foundations of practice*. Harper and Row.
- Dewey, J. (1916). *Democracy and education*. The Macmillan Company.
- Dewey, J. (1938). *Experience and education*. Touchstone books.
- English, L., & Irving, C. (2015). *Feminism in community: Adult education for transformation*. Sense Publishers.
- English, L. M., & Mayo, P. (2012). *Learning with adults: A critical pedagogical introduction*. Sense Publishers.
- Fenwick, T. J. (2003). *Learning through experience: Troubling orthodoxies & intersecting questions*. Krieger Publishing.

- Finger, M., & Asún, J. M. (2001). *Adult education at the crossroads: Learning our way out*. Zed Books
- Formenti, L., & West, L. (2018). *Transforming perspectives in lifelong learning and adult education: A dialogue*. Palgrave Macmillan.
- Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.
- Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design*. Harcourt Brace Jovanovich College Publishers.
- Ginsberg, M. B., & Wlodkowski, R. J. (2009). *Diversity and motivation: Culturally responsive teaching in college* (2nd ed). Jossey-Bass.
- Grace, A. P. (2013). *Lifelong learning as critical action: International perspectives on people, politics, policy, and practice*. Canadian Scholars' Press.
- Hart, M. (1991). *Working and educating for life: Feminist and international perspectives on adult education*. Routledge.
- Hayes, E., & Flannery, D. D. (2000). *Women as learners: The significance of gender in adult learning*. Jossey-Bass.
- Henschke, J. A. (2020). *Facilitating adult and organizational learning through andragogy*. IGI Global.
- Henschke, J. A., & Boucouvalas, M. (Eds.). (2019). *The making of an adult educator: An autobiographical journey, Malcolm S. Knowles*. Missouri Partner Publishing.
- Hilgard, E. R., & Bower, G. H. (1966). *Theories of learning* (3rd ed.). Appleton-Century-Crofts.
- Hoggan, C., & Browning, B. (2019). *Transformational learning in community colleges: Charting a course for academic and personal success*. Harvard Education Press.
- Hoggan, C., Simpson, S., & Stuckey, H. (2009). *Creative expression in transformative learning: Tools and techniques for educators of adults*. Krieger Publishing.
- Horton, M., & Jacobs, D. (2003/1930s–1990s). *The Myles Horton reader: Education for social change*. Univ. Tennessee Press.
- Houle, C. O. (1988). *Inquiring mind*. Oklahoma Research Ctr.
- Illeris, K. (2002). *The three dimensions of learning: Contemporary learning theory in the tension field between the cognitive, the emotional and the social*. NIACE.
- Illeris, K. (Ed.). (2018). *Contemporary theories of learning: Learning theorists... in their own words*. Routledge.
- Jarvis, P. (1987). *Adult learning in the social context*. Croom Helm.
- Jarvis, P. (2006). *Towards a comprehensive theory of human learning* (1st ed.). Routledge.
- Jarvis, P. (2007). *Lifelong learning and the learning society – Sociological perspectives*. Routledge Press.
- Jarvis, P. (2010). *Adult education and lifelong learning: Theory and practice* (4th ed.). Routledge books.
- Kasworm, C., Rose, A., & Ross-Gordon, J. R. (2017). *Foundations of adult and continuing education*. Jossey-Bass.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy* (2nd ed.). Cambridge Books.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.

- Knox, A. (2002). *Evaluation for continuing education: A comprehensive guide to success*. Jossey-Bass-Wiley.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (1st ed.). Prentice Hall, Inc.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation* (1st ed.). The Press Syndicate of the University of Cambridge.
- Lindeman, E. (1926). *The meaning of adult education*. New Republic, Inc.
- Long, H. B. (1983). *Adult learning: Research and practice*. Cambridge.
- Merriam, S. B., & Associates. (2007). *Non-western perspectives on learning and knowing*. Krieger Press.
- Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in adulthood: A comprehensive guide*. John Wiley & Sons.
- Merriam, S. B., & Brockett, R. G. (1996). *The profession and practice of adult education: An introduction*. Jossey-Bass.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass Inc.
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action* (1st ed.). Basic Books Inc.
- Smith, R. M. (1982). *Learning how to learn: Applied theory for adults*. Follett.
- Sternberg, R. J. (1988). *The triarchic mind. A new theory of human intelligence*. Viking Penguin.
- Taylor, K., & Marieneau, C. (2016). *Facilitating learning with the adult brain in mind: A conceptual and practical guide*. Jossey-Bass.
- Tennant, M. (1990). *Psychology and adult learning*. Routledge.
- Tennant, M. (2012). *The learning self: Understanding the potential for transformation*. Jossey-Bass.
- Thorndike, E. L., Bregman, E. O., Tilton, J. W., & Woodyard, E. (1928). *Adult learning*. Macmillan Co.
- Torres, C. A. (2014). *The first Freire: Early writings in social justice education*. Teachers College Press.
- Tough, A. (1971). *The adult's learning projects: A fresh approach to theory and practice in adult learning (Research in education series no. 1)*. Ontario Institute for Studies in Education.
- Usher, R., & Bryant, I. (1989). *Adult education as theory, practice and research: The captive triangle* (1st ed.). Routledge.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. The Press Syndicate of the University of Cambridge.
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults* (4th ed.). Jossey-Bass.
- Youngman, F. (2000). *The political economy of adult education and development*. Zed Books.

Assignment Format: You may complete this book review assignment in **one** of the following formats:

- **Format #1: Written Paper:** 5–6 pages in length (not including the title page and reference list), formatted using APA 7th edition guidelines.

- **Format #2: Video Presentation:** 4–6 minutes long. You may use any platform or recording tool, but please ensure the video is accessible and viewable (i.e., check sharing permissions before submission).

Contents of Your Book Review: Regardless of your chosen format, your review must include the following elements:

1. **Context of the Book**
 - Briefly describe the author’s personal and professional background.
 - Explain the intellectual or academic context of the book—what field or theoretical perspective it contributes to?
2. **Key Ideas**
 - Summarize the main concepts or arguments presented in the book.
 - If you are creating a video, consider using visuals to support your explanation.
3. **Critique of the Book**
 - What are the book’s strengths and weakness/limitations?
 - Include both your own critique and any prominent critiques you have encountered.
4. **Application and Relevance**
 - How can the book’s ideas be applied in real-world adult education settings or your own professional context?
 - What are the implications for your own practice or future learning?
5. **References and Resources**
 - Make sure to provide both in-text citations and reference list (if applicable). All references must be cited using APA 7th edition format.

Submission: Submit your book review by posting a shareable link (Google Doc or YouTube video) directly in the Book Review & Peer Review Discussion Forum on Canvas.

Note: This is not a popular-style book review or product recommendation. Avoid writing as if you are advising someone whether to buy or read the book. Instead, focus on offering a critical, academic interpretation of the author's contributions and how they relate to your learning and experience.

STEP 2: PEER REVIEW OF BOOK REVIEW (5 POINTS = 5%)

After posting your book review, choose **three** classmates' book review submissions to review. Write a 150–300 word response for each directly in the discussion thread.

Your responses should:

- Engage with the content of the review.
- Share your thoughts, insights, or related experiences.
- Ask thoughtful questions or offer constructive feedback.

This shared forum allows you all to learn from each other and build a deeper understanding of the field together.

Final Project (Personal Learning Reflection Paper) (20 points = 20%)

This final project assignment gives you the opportunity to reflect thoughtfully and critically on your learning throughout the course. Your paper should demonstrate self-awareness, synthesis of course content, and thoughtful integration of your personal and professional experiences.

Structure of the Assignment:

Your reflection should be organized into the following sections. Please ensure each section is clearly labeled.

SECTION 1: INTRODUCTION (COURSE OVERVIEW)

- Briefly introduce the course and describe what it covered.
- Discuss how the course was delivered (asynchronous, readings, discussions, assignments, optional Zooms, etc.).
- Explain why you chose to take this course and what you hoped to gain from it.

SECTION 2: KEY THEORIES AND CONCEPTS

- Identify and define major theories and concepts introduced during the course.
- Explain these concepts in your own words to show your understanding.
- You may choose 3–5 key ideas that were most significant to you.

SECTION 3: PERSONAL REFLECTIONS AND APPLICATIONS

- Reflect on how these concepts influenced your thinking about adult learning.
- Share your personal reactions and insights—What challenged you? What affirmed your beliefs?
- Provide real-life examples (from your own experience or observation) that illustrate how these theories or concepts apply in practice.
- Consider how this course may shape your future work, learning, or perspective as an adult educator or learner.

Reminders:

- **Reflection:** This assignment is a personal reflection on what you have learned from this class. In case you need to cite any academic sources (i.e., journal articles, books, reports), please do that in the APA 7th edition format.
- **Writing Quality:** Ensure clarity of expression, grammatical accuracy, and adherence to formatting guidelines. Avoid plagiarism and properly cite all sources used in your reflection (if/when applicable).

Formatting

- Your reflection paper should be in a word document.
- Your reflection paper should be submitted to Canvas approximately 6-8 double-spaced pages (excluding title page and reference list), with 1-inch margins. Use a standard font (e.g., Times New Roman, 12 point) and include headings as instructed above.
- Your reflection paper and all citations must be in APA 7th edition format.

Grade Distribution

Letter Grade	Points/Percentages
A	90–100
B	80–89
C	70–79
D	60–69
Unacceptable	<60

Course Statements and Policies

Thoughts about the Assignments and Graduate Level Work

As you continue your studies, it is always helpful to read the assignment carefully. If possible, use the outline of the paper that the instructor gives you as an organizer for headings within the paper. This way, you will have met the assignment and expectations. Check your formatting and grammar. If a scholarly citation is needed, make sure to do that and work with the [APA 7th edition](#).

Use a **title page** and **put your name on** the assignments before uploading or posting to CANVAS.

Wikipedia, blogs, and such Internet compiled sites are not trusted sources. Please use refereed journal articles (preferably peer reviewed scholarly journals) or books for quoting and citation. The best sources to use are the primary sources: the original ones where the ideas are developed by the expert scholars. A textbook (such as Merriam and Brockett, 2007) is a secondary source, for example. *Pedagogy of the Oppressed* (Freire, 1971) and *Frames of Mind* (Gardner, 1983) are examples of primary sources.

Please understand that this is not an English class, but you are in graduate school. The level of writing is supposed to be more sophisticated than undergraduate level or high school English. You are becoming experts in the field of adult education—if that is your degree—not novices or beginners. You should be able to read

sophisticated texts with big words, write coherently, analyze, and reflect on your reading, and research beyond the computer and Google to support your thinking.

Make friends with the library and its resources, both face-to-face and in the online databases. This will help you for the rest of your career and educational journey.

Application of Adult Education Teaching and Learning Theories

This course models and demonstrates adult learning theories, especially those of andragogy, self-directed learning, collaborative learning, and critical reflection. As a student, you are an active and integral stakeholder in your and others' learning.

Each student comes to the course with rich experiences upon which to draw. This course will build upon those experiences and provide other tools and strategies to strengthen future teaching.

You will be required to co-construct a learning environment that will meet your and others' individual learning needs. You will be co-learners and co-teachers with the professor and class members as you actively listen (i.e. read students' posts) and critically reflect on the discussions and sharing of experiences of others.

This means that our pace of class activities will promote inclusion of, learning, and understanding by all class participants. There may be times when you will be comfortable with the pace. Also, there may be times when you will feel the pace is too fast or too slow. You are encouraged to continually think and reflect on the ways you learn and how they compare/contrast with your colleagues in this course.

Together we will build, nurture, and sustain a community of learning and a community of learners.

Confidentiality Clause and Withdraws

This class will use students' and teachers' experiences to illuminate points and reinforce the classroom content and objectives. Students are not required to disclose personal or private information. If they choose to do so, they assume the responsibility of their actions.

The instructor has a right to cease activities or discussions deemed not appropriate for this forum. No personal medical information is to be publicly disclosed to the class, if you have special requirements, see the accessibility statement above.

Please check with the Financial Aid Office before making any changes to your current schedule. Any changes could affect your financial aid eligibility. If you are not able to complete the course, please withdraw prior to the end of the semester, otherwise your grade will result in an F.

Attendance Policies

Your regular participation and timeliness are important to your academic success. In online courses, this takes the form of participation in discussion via forums, chat, and other electronic means provided. As this is an (asynchronous) online course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. All assignments are expected to be submitted by a specific time and date. Assignments submitted late may be subject to a reduction in points or no points at all. You may only submit assignments late with my permission.

Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week. Be sure to complete your coursework as assigned to ensure you are recorded as attending the course. You must be constantly aware of the deadlines and meet those deadlines.

Remember, this is not an independent study course, so please work along at the pace set for the course. The assignments are due as listed on Canvas, but if you are having challenges meeting the deadline, please let me know that you will be late.

Please plan your assignments ahead, so you don't have to stress over getting things done at the last minute.

****If you receive permission from the instructor to submit assignment(s) late, please note that ALL assignments must be completed by Monday, July 13, 2026 at 11:59 PM (EDT), or they will be recorded as a ZERO.**

This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class on time and stay for the duration of the class. Not attending class may affect your financial aid. All students who are receiving federal or state financial aid must actively accept the Financial Aid Terms and Conditions each year. Included in these terms and conditions is the following:

If I withdraw from the University, stop attending classes before the end of the term, or do not begin attendance in any classes, I may be expected to repay all or a portion of my aid. I agree to follow Ball State University withdrawal procedures.

Participation Policy

In this course, you will be working often in groups within Canvas Discussion Boards to share your experiences and discuss the content of the chapters. The groups are preassigned. More information is provided about the group roles and expectations below.

This course is based on a constructivist approach where the students learn from each other, and the instructor plays a facilitation role.

Our online class time is important; it is a space for collaborative learning. You are needed! Student interactions are an essential element of the learning experience. Participation is important and required. Your regular “attendance” is important to your success. In online courses, this takes the form of participation in discussion via discussion forums and other electronic means.

As this is an asynchronous course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. Put assignments and deadlines into your calendar. **Check Canvas site daily for group work and updates.**

If you are going to be away from the computer for more than 3 days, let your group members and me know. If you do not participate in the online discussion, you are not part of the class. **Points will be deducted for lack of participation.**

Each person will be assigned chapters from the textbook to summarize and post questions for the group during the assigned week. That person will be known as the **presenter or facilitator** of the week. He or she (or their group) will post a **summary of the chapter with 2 discussion questions by Monday at 11:59 PM (EDT).**

Over the week, other group members (who are not presenters) will respond with comments and answers to the questions posted from the presenters of the week. **You must 1) respond to the discussion questions posted by presenters of the week; and 2) respond to at least one classmate’s post in the discussion forum each week. Please answer all the questions that are posted and respond to each other. This is a dialogue where you learn from each other and have some meaningful conversations.**

Plan to check the CANVAS every day to be timely in responding to the posts.

Due to the structure of the course, **participation in the discussion boards and other course activities is required.** Participants learn not only from the text and instructor, but from other participants as well. If you do not participate you will not only lose the opportunity for learning yourself, but you will deprive others of the opportunity to learn with and from you.

The discussion between group members, as you consider and reflect on your experience and the readings, is where you will learn the most.

All your responses to the discussion questions and classmates’ posts each week must be insightful and meaningful (“I agree,” “I like your idea,” or “I don’t think so” are unacceptable responses). Pithy responses move the conversation forward and explore ideas thoroughly providing feedback to others and asking more questions about the material so others can continue the dialogue.

Important Notes:

- **This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.**
- **It is recommended that you log into your course 4 to 5 times a week and check your official Ball State email account daily to view announcements and prepare for class.**
- **Complete ALL assignments and any other activities by the stated due dates on Canvas.**

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend. You can contact me via email (somanita.kheang@bsu.edu) as it is my preferred method of contact. I will get back to you within 24 hours if not earlier.
- Please check your BSU email often. I will also send you email at times.
- I read every discussion post, but I don't always personally comment on the posts.
- I make every effort to grade your assignments and discussions within 10 days after each assignment's due date. I will let you know if it will be longer than that.
- Please feel free to email me if you have any questions or concerns about the class.

Assignment Submission Policy

- Put your NAME on your assignments and use APA 7th edition style for the title page format and references as appropriate.
- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description. "Page" or other file types are not acceptable.
- Assignments (other than the chapter presentations) should be submitted using the assignment link in the module on Canvas.
- **All assignments must be completed by Monday, July 13, 2026 at 11:59 PM (EDT), or a Zero will be earned.**

Late Assignment Policy

- All assignments are due by midnight EST/EDT time on the due dates indicated.
- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer. You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 PM on the final day of class.

Grading Policy

It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades. For information concerning grade appeals, [consult the Ball State website](#).

University Policies

Diversity Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found [here](#).

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance

Faculty are required to establish attendance policies for their courses and ensure that they communicate these policies through their course syllabi. In some cases, faculty may be asked to provide the last date of attendance for a student in association with financial aid requirement.

Students are expected to review course syllabi regarding absence guidelines and follow those guidelines. Course attendance policies must be consistent with University policy. The University has a number of specific policies regarding student absences that are housed within different areas. [Explore Ball State course attendance policies](#).

Ball State Academic Ethics

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the complete [Student Academic Ethics Policy](#).

Plagiarism Policy

Plagiarism is not acceptable, unless otherwise indicated for all assignments, you must work independently by yourself. Sharing of files is not permitted for any reason.

[Please read Ball State Academic Integrity here.](#)

Potential Violations

Examples of academic integrity violations include but are not limited to:

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Use or possession of a file created by someone else.
- Reusing work from another semester, course, or section.
- Fraudulent submission of work.
- Using unauthorized materials during Exams.
- Impersonating someone else or having them impersonate you.
- Making fraudulent or dishonest statements regarding your work.
- Soliciting others to complete work for you.
- Posting course files and resources on study or content sharing websites.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Proctoring

This course will require the use of the Respondus LockDown Browser and Monitor for online exams. [Watch this short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams.) Instructions for obtaining the software can be found in our course.

Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

See [Canvas Resources for Students here](#).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Academic Support Services

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!

The Learning Center

The Learning Center offers free tutoring for many courses. We also provide writing and study skills tutoring.

Students can make virtual (Zoom) or in-person (NQ 350) appointments. To make an appointment, go to <https://bsu.navigate.eab.com>. You can also download the Navigate Student app.

The Learning Center also has drop-in tutoring (no appointment necessary) for chemistry. Check our website for more information.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

For more information about all of our programming and for step-by-step instructions for making a tutoring appointment, visit www.bsu.edu/learningcenter or call 765-285-1006. Email us at learncenter@bsu.edu.

Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen <https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen>

Cardinal Closet

The Student Action Team coordinates the [Cardinal Closet](#). The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge!

BSU Technology Guides (Online Resource)

Information Technology has created these Tech Guides to help you master several of the applications and technologies available to students, faculty, and staff here at Ball State. Each downloadable PDF gives you straightforward information and tips on how to work with an application's features and functionality.

<https://www.bsu.edu/about/administrativeoffices/information-technology/services/individual-technology-support/it-tech-guides>

Academic Impressions (Online Resource)

Ball State has an institutional membership to [Academic Impressions](#)—a Professional Development Resource designed for faculty and staff in Higher Education. Most new and recorded webinars are available to us for free, and those workshops or bootcamps that aren't free can be greatly reduced with our membership. All anyone needs to do is create an account/login with their BSU username and a distinct password. If anyone has questions, please refer them to me. This is a wonderful resource, so please continue to spread the word!

LinkedIn Learning

University provided access to self-paced, online instructional tutorials with over 7,000 courses, including all of the latest software tools. <https://www.linkedin.com/learning>

BSU Library

Please use the [library](#) for research and acquiring articles, books, etc. Never PAY for an article. The library staff are wonderful, and they will help you. Also, you have access to FREE or inexpensive software like ENDNOTE and ADOBE through the BSU Technology Store. Staff at the Library have workshops to help you use the software and grow your research skills in the library. Remember to use them. They have many services for ONLINE STUDENTS too.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy. Any violations will be referred to Dr. Mike Gillilan, Director of Student Rights and Community Standards.

**Course Schedule
Summer 2026**

*Schedule is Subject to Change

Dates	Unit Topics/Readings and Activities	Assignments (see Due Dates on Canvas)
<p>Week 1 (5/11–5/17)</p> <p>Introduction to the Course</p>	<p>Required Readings & Activities</p> <ol style="list-style-type: none"> 1. Review Syllabus and Course Schedule 2. Read Schedule for Chapter Presentations 3. Self-Introduction 4. Reflect on (prior) knowledge and experience and share thoughts on ground rules 5. (Optional) Participate in the 1st Zoom Meeting on Thursday, May 14, 2026 from 5:00 PM to 6:00 PM (EDT) <p>* Zoom link on Canvas.</p>	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Post and Respond to Self-Introduction on Canvas 2. Submit Contact Information 3. Share thoughts on Ground Rules 4. Submit Prior Knowledge Assignment 5. Check the chapters and dates for your presentation on Canvas and Contact me if you want to switch the partner, dates, and/or chapter(s) of your assigned presentation(s). <p>*See description of each assignment and the due date on Canvas.</p>
<p>Week 2 (5/18–5/24)</p>	<p>Required Readings</p> <ol style="list-style-type: none"> 1. (Textbook) Chapter 1: The Social Context of Adult Learning 2. (Textbook) Chapter 2: Adult Learning and Technology 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation

<p>Understanding the Social and Technological Landscape of Adult Learning</p>	<p>3. Read Jarvis, P. (2000). Globalisation, the learning society and comparative education. <i>Comparative Education</i>, 36(3), 343–355.</p> <p style="text-align: center;">Activities</p> <p>1. Chapters 1 and 2 presented by Tiffany & Nathan</p> <p>2. Actively Participate in Discussion Questions on Canvas</p>	<p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See description of each assignment and the due date on Canvas.</p>
<p style="text-align: center;">Week 3 (5/26–5/31)</p> <p>Understanding Adult Learners and Their Motivation</p>	<p style="text-align: center;">Required Readings</p> <p>1. (Textbook) Chapter 3: Learning Environments and Learning Concepts</p> <p>2. (Textbook) Chapter 4: Adult Learners: Who Participates and Why</p> <p>3. Read Cranton, P. (2002). Teaching for transformation. <i>New Direction for Adult and Continuing Education</i>, 2002(93). 53–71.</p> <p>4. Read Kasworm, C. E. (2003). Setting the Stage: Adults in Higher Education. <i>New Directions for Student Services</i>, 2003, 3–10. http://dx.doi.org/10.1002/ss.83</p> <p>5. Read Merriam, S. B. (2004). The role of cognitive development in Mezirow’s transformative learning theory. <i>Adult Education Quarterly</i>, 55(1), 60–68.</p> <p style="text-align: center;">Activities</p> <p>1. Watch “The Adult Learner” video.</p> <p>2. Chapters 3 and 4 presented by Cayla & Paige</p> <p>3. Actively Participate in Discussion Questions on Canvas</p>	<p><u>Assignments:</u></p> <p>1. Participate in Online Discussion and Chapter Presentation</p> <p>2. Image of You as an Adult Learner Assignment</p> <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>

<p>Week 4 (6/1–6/7)</p> <p>Adult Learning Theories: Andragogy & Self-Directed Learning</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. (Textbook) Chapter 5: Knowles’s Andragogy and McClusky’s Theory of Margin 2. (Textbook) Chapter 6: Self-Directed Learning 3. Read <u>Merriam, S. B. (2002). Andragogy and self-directed learning: Pillars of adult learning theory. <i>New Direction for Adult & Continuing Education</i>, 2001(89), 3–14. https://doi.org/10.1002/ace.3</u> <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. Watch “Andragogy – with Malcolm Knowles” video. 2. Watch “The Future of Education is Self-Directed Learning” video 3. Chapters 5 and 6 presented by Polly & Natalie 4. Actively Participate in Discussion Questions on Canvas 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. Article Review Assignment <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 5 (6/8–6/14)</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. (Textbook) Chapter 7: Transformative Learning 2. (Textbook) Chapter 8: Experience and Learning 3. Read <u>Taylor, E. W. (2017). Critical reflection and transformative learning: A critical review. <i>PAACE Journal of Lifelong Learning</i>, 26(2017), 7–95.</u> 4. Read <u>Kolb., A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. <i>Academy of Management Learning & Education</i>, 4(2), 193–212.</u> 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. Book Review Assignment <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p>

<p>Adult Learning Theories: Transformative Learning & Experiential Learning</p>	<p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. Watch "Transformative Learning Theory – Part 1" video. 2. Watch "Transformative Learning Theory – Part 2" video 3. Watch "Transformative Learning Theory – Part 3" video 4. Watch "Transformative Learning Theory – Part 4" video 5. Watch "Transformative Learning Theory – Part 5" video 6. Chapters 7 and 8 presented by Lily & Lynnetta 7. Actively Participate in Discussion Questions on Canvas 	<p>*See assignment description and due date on Canvas.</p>
<p style="text-align: center;">Week 6 (6/15–6/21)</p> <p>New Approaches to Adult Learning: Embodied, Spiritual, and Cultural Dimensions</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. (Textbook) Chapter 9: Embodied, Spiritual, and Narrative Learning 2. (Textbook) Chapter 10: Learning and Knowing: Eastern and Indigenous Perspectives 3. Read Tisdell, E. J., Tolliver, D. E. (2003). Claiming a sacred face: The role of spirituality and cultural identity in transformative adult higher education. <i>Journal of Transformative Education</i>, 1(4), 368–392. <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. Chapters 9 and 10 presented by Katie & Jeremy 2. Actively Participate in Discussion Questions on Canvas 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. Peer Review of Book Review Assignment <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>

<p>Week 7 (6/22–6/28)</p> <p>New Approaches to Adult Learning: Critical Theory, Postmodern, and Feminist Perspectives</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> (Textbook) Chapter 11: Critical Theory, Postmodern, and Feminist Perspectives. Read Vassallo, S. (2013). Critical pedagogy and neoliberalism: Concerns with teaching self-regulated learning. <i>Studies in Philosophy and Education</i>, 32, 563–580. Read Dae Joong, K. (2007). Rhizoactivity: Toward a postmodern theory of lifelong learning. <i>Adult Education Quarterly</i>, 57(3), 205–220. <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> Chapter 11 presented by Mathilda & Dianna Actively Participate in Discussion Questions on Canvas (Optional) Participate in the 2nd Zoom Meeting on Thursday, June 25, 2026 from 5:00 PM to 6:00 PM (EDT) <p>* Zoom link on Canvas.</p>	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> Participate in Online Discussion and Chapter Presentation Take some time this week to consider how you want to approach your Final Project. <p>*See assignment description and due date on Canvas.</p>
<p>Week 8 (6/29–7/5)</p> <p>Foundations of Adult Development and Cognitive Growth</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> (Textbook) Chapter 12: Adult Development (Textbook) Chapter 13: Cognitive Development in Adulthood Read Leicester, M., & Pearce, R. (1997). Cognitive development, self knowledge and moral education. <i>Journal of Moral Education</i>, 26(4). <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> Chapters 12 and 13 presented by Tiffany, Nathan, and Orlandria Washington 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> Participate in Online Discussion and Chapter Presentation Take some time this week to start working on your Final Project. <p>*See assignment description and due date on Canvas.</p>

	2. Actively Participate in Discussion Questions on Canvas	
<p>Week 9 (7/6–7/12)</p> <p>Aging, Brain Function, and Reflective Learning</p>	<p>Required Readings</p> <ol style="list-style-type: none"> 1. (Textbook) Chapter 14: Intelligence and Aging 2. (Textbook) Chapter 15: Brain, Memory, and Cognition 3. (Textbook) Chapter 16: Reflections on Learning in Adulthood 4. Read Saboo, K. V., Hu, C., Varatharajah, Y., Przybelski, S. A., Reid, R. I., Schwarz, C. G., Graff-Radford, J., Knopman, D. S., Machulda, M. M., Mielke, M. M., Petersen, R. C., Arnold, P. M., Worrell, G. A., Jones, D. T., Jack, C. R., Iyer, R. K., & Vemuri, P. <p>Activities</p> <ol style="list-style-type: none"> 1. Chapters 15, and 16 presented by Cayla, Paige, & Polly <p><i>**Each presenter this week will receive 2 extra credit points for completing this additional assigned chapter presentation.</i></p> <ol style="list-style-type: none"> 2. Actively Participate in Discussion Questions on Canvas 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. Work on your Final Project. <p>*See assignment description and due date on Canvas.</p>
<p>Week 10 (July 13, 2026)</p> <p>Final Week</p>	<p>FINAL PROJECT IS DUE.</p> <p>Submit your final project to Canvas by Monday, July 13, 2026 at 11:59 PM (EDT).</p> <p><i>**Late submission will not be accepted.</i></p>	

Subject to Change Statement

This course syllabus and schedule are subject to change in the event of extenuating circumstances.