



**BALL STATE
UNIVERSITY**

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EDAC 635 800 Strategies for Teaching Adults

Department of Educational Studies
Summer Semester 2026

Instructor Information

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Canvas Address:

<https://bsu.instructure.com>

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<https://bsu.zoom.us/j/8151234567?pwd=ekhrUjR6OHVsNlFiOWp0RTZkdGUT09>

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 635!

I'm excited to be your instructor this semester. This course is offered asynchronously through Canvas, with optional Zoom sessions, virtual office hours, and opportunities to meet individually as needed.

EDAC 635 focuses on teaching strategies, techniques, and methods suitable for adult learners, all grounded in research and supported by real-world practice. You will explore how to prepare and implement effective lesson plans, instructional units, learning activities, and assessment procedures that are responsive to diverse adult learners and learning contexts.

Throughout the course, we will examine various instructional approaches and consider how different environments, technologies, and learner needs influence our teaching. You will also develop practical skills in designing and evaluating instruction for adults—whether in formal education, workplace training, community programs, or other adult learning settings.

As part of your learning, you will: (1) reflect on your personal experiences as both a learner and a facilitator; (2) apply adult learning theories to the design of instructional materials; (3) collaborate with classmates to share ideas and gain multiple perspectives; (4) design a model teaching unit or set of lesson plans tailored to an adult learning context; and (5) explore a variety of assessment techniques and evaluation strategies to support learner success.

We will build this course as a learning community, where your insights, questions, and contributions help shape our shared understanding. Canvas will be our central platform for posting weekly modules, assignments, discussions, and resources. I will guide you through each step and offer consistent feedback to support your growth as an adult educator.

As your instructor, I see myself as a facilitator of learning and reflection. My goal is to help you deepen your understanding of how adults learn—and more importantly, how we teach them effectively. While academic texts will guide our study, your own lived experience and that of your peers will provide critical insight into the realities of adult education.

Bring your curiosity, creativity, and critical thinking into the course. Engage deeply with the material and with one another. The more you invest in reflection and discussion, the more meaningful this learning experience will be.

If you ever have questions or need support, please reach out. I am here to help.

Looking forward to a rich and engaging semester with you!

Warm regards,

Dr. Kheang

Course Materials

Required Textbooks to Purchase

[Brookfield, S. \(2017\). *Becoming a critically reflective teacher* \(2nd ed.\). Jossey Bass. ISBN 9781119049708](#)

[Gannon, K. M. \(2020\). *Radical hope: A teaching manifesto*. West Virginia University Press.](#)

[Lahey, G. \(2020\). *Facilitating group learning: Strategies for success with diverse adult learners* \(2nd ed.\). PM Press. ISBN 978-1-62963-826-3](#)

Course Information

Course Description

EDAC 635 focuses on teaching strategies, techniques, and methods suitable for adult learners that are supported by research and tested in practice, including preparation of model teaching units, lesson plans, or activities; testing and evaluation procedures; and learner-assessment techniques. [Source: BSU Graduate Catalog]

Course Rationale

This course provides strategies for teaching within various adult education contexts. Adult education occurs in a variety of settings and contexts: formal, informal, and nonformal. Therefore, the teaching strategies and toolbox needed for adult educators vary greatly.

Within this course, students are taught to recognize their own philosophy of teaching, to understand the context for teaching and learning, and to select and apply the appropriate teaching strategy in order to meet the formal and informal learning objectives of the educational program.

Course Objectives

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

1. Know the main components of adult teaching and learning: learners, educators (strategies techniques, and methods of how to facilitate learning), learning process, learning environment, and learning styles/tools.
2. Understand factors that impact adult teaching and learning: group dynamics, emotions and motivations, spirit and soul, body and physical conditions, relationships, and environment and context.
3. Prepare one's own philosophy of teaching and learning in adult education.

4. Understand how race and diversity impacts programing decisions and power issues within educational programs.
5. Know how to design a syllabus for a program/course for a specific group of adult learners.
6. Know how to collect teaching and learning resources and simulate other learning activities/programs in order to create a syllabus for your program/course.
7. Discuss racial, ethnic, and cultural groups' perspectives, contributions, inclusion, and exclusion in the applicable theoretical models and frameworks.
8. Document critical reflections on learning and application of course content.

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 635

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 6:00 PM to 7:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/95306969070>

2nd Zoom Meeting: Thursday, June 25, 2026 from 6:00 PM to 7:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/97951014569>

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
Summary of Teaching Strategies	15

Learning Summary Journal	10
Adult Educator Interview and Observation	15
Final Project (Philosophy of Teaching / Teaching Manifesto)	20
Survival Memo	5
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, your peers—designated as *'presenters of the week'*—will collaborate on a chapter presentation. They will work in a group 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 chapters from the textbook to work in group, 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 peers by carefully reading the chapters 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).
3. Facilitate the online discussion that week by responding to all the responses from your peers regarding your discussion questions. **Note:** All of you in your group

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 (1–2 pages) reflecting on your current understanding of Strategies for Teaching Adults. In your own words, please address the following questions:

- What is a manifesto?
- What is radical hope?
- What is the purpose of teaching?
- How do you teach inclusively?
- What is universal design?

Remember:

- 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 these topics so far before taking this EDAC 635 class. There are no right or wrong answers; this assignment aims to assess your prior knowledge of adult learners.

Summary of Teaching Strategies (15 points = 15%)

This assignment invites you to explore, analyze, and reflect on five teaching strategies relevant to adult and community education. Your goal is to connect theory to practice by examining methods that align with your teaching philosophy or that you've experienced in real-world learning environments.

Structure of the Assignment:

Step 1: Choose Your Teaching Strategies

Select **five** teaching strategies. These can be strategies you have used, observed, or experienced as a learner. You may choose from the list provided or select others supported by scholarly literature.

Examples include (but are not limited to):

- Case-Based Learning
- Collaborative Learning
- Critical Reflection
- Demonstration
- Discussion
- Gaming
- Graphic Organizers
- Immersive Environments

- Interactive Teaching
- Lecture
- Multimedia Instruction
- Podcasting
- Portfolios
- Problem Solving
- Simulation
- Student Presentations

Feel free to explore the [UCF Faculty Center for Teaching & Learning](#) for other teaching strategies that may be applicable to your situation.

Step 2: Write About Each Teaching Strategy

For **each** of the five strategies, include the following:

1. Definition and Description

- Explain what the strategy is and how it works.
- Use at least one scholarly source to support your description.

2. Theoretical Foundations

- Identify adult learning theories that support the strategy.
- Briefly explain how the theory justifies or informs the approach.

3. Strengths and Challenges

- Discuss the pros and cons of the strategy in practice.
- Reference research and/or personal teaching experience.

4. When to Use It

- Describe situations or settings where this method is most effective (e.g., training, online courses, community workshops).

5. Who It's For

- Identify the types of learners or learning environments best suited for this method (e.g., adult basic education, corporate learners, community learners).

6. Assessment of Effectiveness

- Explain how you would assess whether the strategy worked (e.g., reflection, feedback, performance tasks, evaluations).

7. Personal Example or Experience

- Share an example from your own experience (as an educator or learner) that illustrates the strategy in action.

Step 3: Finalize and Submit

- Organize your paper clearly with section headings for each teaching strategy.
- Proofread carefully for clarity, grammar, and APA 7th edition format compliance.
- Your paper should be in a word document.
- Your paper should be 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.
- Include a properly formatted reference list at the end.
- Submit via Canvas by the deadline (see deadline on Canvas).

Learning Journal Summary (10 points = 10%)

For your Learning Journal Summary, please reflect on what you have learned from Week 1 to Week 6 by documenting at least two key takeaways from each week. Your journal should be 2–4 pages long, double-spaced, and formatted in 12-point Times New Roman font.

Please also include a "**Conclusion**" section where you reflect briefly on how you can resonate with the cumulative knowledge and how that has enhanced your understanding of Strategies for Teaching Adults.

Feel free to add any **concerns** and/or "**aha**" moments that you have experienced within these six weeks.

Adult Educator Interview and Observation (15 points = 15%)

This assignment gives you the opportunity to connect theory with real-world practice by interviewing and (if possible) observing an adult educator in action. Through this experience, you will explore how teaching philosophies are applied in actual adult education contexts and reflect on how context, content, and instructional strategies shape practice.

You will select **one educator** working in an adult learning setting (e.g., higher education, workforce training, community education, ESL/literacy, professional development, etc.) to interview. Observation of a teaching session is encouraged but not required, especially if in-person access is limited.

Structure of the Assignment:

Use the following headings and subheadings in your paper to organize your writing and ensure all components of the assignment are clearly addressed.

SECTION 1: INTRODUCTION TO THE EDUCATOR AND CONTEXT

Educator's Background: Briefly introduce the educator you interviewed (use a pseudonym if preferred). Include their role, area of adult education, credentials, and relevant experience.

Teaching Context: Describe the setting in which the educator teaches (e.g., professional development program, community college, ESL class, union training session). Include information about the learners they serve and the broader program or organization.

Purpose of the Class/Session: What was the goal of the class or session discussed or observed? What were the educator's and students' objectives?

SECTION 2: TEACHING PHILOSOPHY IN PRACTICE

Educator's Philosophy: Summarize the educator's philosophy of teaching. What do they believe about how adults learn best? How do they describe their approach(es) to teaching adults?

Alignment with Practice: Provide examples of how their philosophy is reflected in their teaching methods, interactions with learners, and overall instructional design.

SECTION 3: OBSERVATION OR TEACHING DESCRIPTION

Note: *If you observed a class or discussed a specific teaching session with the educator, describe it here in detail.*

Audience and Learners: Who were the learners involved in this session? What are their characteristics, goals, or motivations?

Session Objectives: What were the learning outcomes or goals for this particular session?

Learning Activities: What teaching strategies or activities did the educator use? How were these connected to the learning objectives?

Materials and Media Used: What instructional tools, materials, or media (if any) were used during the session?

Timing and Structure: How was the session organized in terms of time and sequence?

Assessment and Feedback How did the educator check for understanding or assess whether learning occurred?

SECTION 4: ANALYSIS AND REFLECTION

Impact of Context on Teaching: How did the educator's setting and learner population shape their teaching decisions and strategies?

Teaching Assumptions: What assumptions about adult learners or learning processes did the educator appear to hold? How were these demonstrated?

Connections to Course Concepts: Make connections between the educator's practice and what you have learned about adult learning theories, philosophies, and strategies in this course.

SECTION 5: PERSONAL REFLECTIONS AND IMPLICATIONS

What You Learned: What did you take away from this experience? How did it expand or challenge your understanding of adult teaching and learning?

Connections to Your Teaching Philosophy: How does this observation and interview relate to your own developing philosophy of teaching?

Implications for Your Future Practice: What would you apply from this experience in your own teaching? What might you do differently, and why?

SECTION 6: REFERENCES

Include a reference list in APA 7th edition format for any sources you cited (e.g., course readings, interview quotes, educational theories from journal articles, etc.).

Formatting Checklist and Submission:

- 4–6 double-spaced pages (excluding title page and references)
- 1-inch margins
- Times New Roman, 12-point font
- APA 7th edition formatting throughout
- Use section headings as outlined above
- Include a properly formatted reference list at the end.
- Submit via Canvas by the deadline (see deadline on Canvas)

Final Project (Philosophy of Teaching / Teaching Manifesto) (20 points = 20%)

This assignment invites you to reflect on your beliefs, values, and strategies as an educator of adults. Drawing from course materials, your experiences, and structured philosophy exercises, you will create a personalized Teaching Philosophy or Manifesto that describes your unique approach to adult teaching and learning.

Step 1: Complete the Philosophy Exercises (Required)

Before creating your teaching philosophy, you are required to complete Conti's [Principles of Adult Learning Scale \(PALS\)](#) posted on Canvas.

This tool will help you to:

- Reflect on your values and beliefs about teaching and learning
- Gain insight into the types of questions to consider when developing your teaching approach

Step 2: Review Hiemstra's Framework

As you begin drafting your philosophy, consider the following four assertions from Hiemstra (1988), which describe the value of a strong teaching philosophy:

1. A philosophy promotes understanding of human relationships.
2. A philosophy sensitizes educators to learners' needs and encourages positive interaction.
3. A philosophy provides a framework for examining and clarifying personal values.
4. A philosophy supports flexibility and consistency when working with adult learners.

You may integrate these or other guiding principles that align with your beliefs and values as an adult educator.

Step 3: Choose One Format for Your Assignment

You will submit your philosophy of teaching in one of the following formats.

Format #1: Written Essay

- 3–5 double-spaced pages
- Use APA 7th edition format (include in-text citations and a reference list if/when applicable)

Format #2: Creative PowerPoint Presentation

- 10–15 slides with visuals
- Include detailed notes under each slide explaining your ideas and beliefs

Format #3: Video Presentation

- 3–5 minute video
- Clearly present your philosophy, referencing your values, beliefs, and course concepts

Step 4: Address the Required Content and Questions Below

Regardless of the format that you choose, your teaching philosophy **must** respond to all of the following:

Your Educational Philosophy

- What do you believe about how adults learn best?
- Which theories or models support your beliefs?

Your Teaching Approach

- What strategies or techniques do you use?
- How do your strategies reflect your beliefs? Provide examples.

Your Context

- Where and to whom do you teach?
- How does your context (e.g., workplace, community, higher education) shape your methods? Provide examples.

Your Content

- What subject(s) or topics do you teach?
- How does your content influence your teaching strategies? Provide examples.

Your Core Values and Commitments

- What matters most to you as an educator?
- What values guide your work with adult learners? Provide examples.

Hiemstra's Criteria

- How does your philosophy promote human relationships, sensitivity to learners, reflection on values, and adaptability? Provide examples.
- You may include other dimensions that resonate with your personal teaching journey.

Final Reminder: Checklist and Submission

Complete the [Principles of Adult Learning Scale](#) and follow the instructions to help draft your ideas for writing your philosophy of teaching/teaching manifesto.

Choose **one** format for your assignment:

- **Essay:** 3–5 double-spaced pages (excluding title page and reference list)

- **Creative PPT Slides:** Up to 15 slides
- **Video:** Up to 5 minutes (make sure the audio is clear and the link is accessible)

Regardless of the format that you chose, make sure you address **ALL** the content and questions as indicated in the assignment description (Step 4).

Formatting Requirements (for essay and PPT slides):

- 1-inch margins (for essay)
- Times New Roman, 12-point font (for essay)
- Include notes under each PPT slide (for PPT slides)
- Include a reference list if sources are cited. Make sure all resources cited are in APA 7th edition format (for essay and PPT slides)

Submission: Submit your assignment to Canvas by the posted deadline. If using Google Docs or external video links, ensure proper access permissions are set.

Survival Memo (5 points = 5%)

For your "Surviving Memo," please write a 2–3 pages reflective piece regarding your experiences in this course. Use standard formatting (double-spaced, Times New Roman, 12-point font) and include a title that encapsulates your insights.

Structure for Your Survival Memo:

In your survival memo, please:

- Reflect on your initial expectations and key takeaways;
- Discuss which course materials resonated with you and how you engaged with them;
- Identify the strategies and resources that contributed to your success;
- Share any challenges you faced and how you overcame them; and
- Consider how the knowledge gained will influence your future endeavors after this course.

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	Readings and Activities	Assignments (see Due Dates on Canvas)
<p>Week 1 (5/11–5/17)</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 6:00 PM to 7:00 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>Required Readings</p> <ol style="list-style-type: none"> 1. Read (Gannon) Chapters 1 to 7. 2. Read Tanner, K. D. (2013). Structure matters: Twenty-one teaching strategies to promote student engagement and 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation

<p>Week 2 (5/18–5/24)</p>	<p><u>cultivate classroom equity. <i>CBE—Life Sciences Education</i>, 12, 322–331.</u></p> <p>3. Read <u>Scott, S. S., Mcguire, J. M., & Shaw, S. F. (2003). Universal design for instruction: A new paradigm for adult instruction in postsecondary education. <i>Remedial and special education</i>, 24(6), 369–379.</u></p> <p style="text-align: center;">Activities</p> <p>1. (Gannon) Chapters 1 to 7 presented by David, Rin, & Ariaiah</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>Week 3 (5/26–5/31)</p>	<p style="text-align: center;">Required Readings</p> <p>1. Read (Brookfield) Chapters 1 to 3.</p> <p>2. Read (Lakey) Chapters 1 to 5.</p> <p>3. Read <u>Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. <i>Reflective Practice</i>, 1(3), 293–307.</u></p> <p>4. Read <u>Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. <i>American Educational Research Association</i>, 38(5), 365–379.</u></p> <p style="text-align: center;">Activities</p> <p>1. (Brookfield) Chapters 1 to 3 & (Lakey) Chapters 1 to 5 presented by Vicki, Abi, & Brandy</p> <p>3. Actively Participate in Discussion Questions on Canvas</p>	<p>Assignments:</p> <p>1. Participate in Online Discussion and Chapter Presentation</p> <p>2. Begin to think about “Summary of Teaching Strategies” 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>Required Readings</p>	<p>Assignments:</p>

<p>Week 4 (6/1–6/7)</p>	<ol style="list-style-type: none"> 1. Read (Brookfield) Chapters 4 to 9. 2. 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> 3. Read <u>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</u> 4. Read <u>Cercone, K. (2008). Characteristics of adult learners with implications for online learning design. <i>AACE Journal</i>, 16(2), 137–159.</u> <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. (Brookfield) Chapters 4 to 9 presented by Cindi, Lily, Lynnetta, & Joseph 2. Actively Participate in Discussion Questions on Canvas 	<ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. “Summary of Teaching Strategies” is due. <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. Read (Lakey) Chapters 6 to 9. 2. Read (Lakey) Chapters 10 to 15. 3. Read <u>Dirkx, J. (2008). The meaning and role of emotions in adult learning. <i>New Directions for Adult & Continuing Education</i>, 2008(120), 7–18.</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 style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. (Lakey) Chapters 6 to 9 & (Lakey) Chapters 10 to 15 presented by Alana, Katie, David, & Rin 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. Think about who you want to interview for the “Adult Educator Interview and Observation” 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</p>

	<p>**Each presenter this week will receive 2 extra credit points for completing this additional assigned chapter presentation.</p> <p>2. Actively Participate in Discussion Questions on Canvas</p>	<p>week.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 6 (6/15–6/21)</p>	<p style="text-align: center;">Required Readings</p> <p>1. Read (Brookfield) Chapters 10 to 12.</p> <p>2. Read (Brookfield) Chapters 13 to 14.</p> <p>3. Read Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Learning, teaching, and scholarship in a digital age: Web 2.0 and classroom research: What path should we take now? <i>American Educational Research Association, 38(4), 246–259.</i></p> <p>4. Read Zembylas, M. (2015). Theorizing “difficult knowledge” in the aftermath of the “affective turn”: Implications for curriculum and pedagogy in handling traumatic representations. <i>Curriculum Inquiry, 44(3), 390–412.</i></p> <p style="text-align: center;">Activities</p> <p>1. (Brookfield) Chapters 10 to 12 & (Brookfield) Chapters 13 to 14 presented by Aiah, Vicki, Abi, Brandy, & Joseph</p> <p>**Each presenter this week will receive 2 extra credit points for completing this additional assigned chapter presentation.</p> <p>2. 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. “Learning Journal Summary” is due.</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 style="text-align: center;">Required Readings</p> <p>1. Read (Lahey) Chapters 16 to 18.</p> <p>2. Read (Lahey) Chapters 19 to 21.</p>	<p><u>Assignments:</u></p> <p>1. Participate in Online Discussion and Chapter</p>

<p>Week 7 (6/22–6/28)</p>	<p style="text-align: center;">Activities</p> <p>1. (Lakey) Chapters 16 to 18 & (Lakey) Chapters 19 to 21 presented by Cindi, Lily, Lynnetta, Alana, & Katie</p> <p><i>**Each presenter this week will receive 2 extra credit points for completing this additional assigned chapter presentation.</i></p> <p>2. Actively Participate in Discussion Questions on Canvas</p> <p>3. (Optional) Participate in the 2nd Zoom Meeting on Thursday, June 25, 2026 from 6:00 PM to 7:00 PM (EDT)</p> <p>* Zoom link on Canvas.</p>	<p>Presentation</p> <p>2. Take some time this week to consider how you want to approach your Final Project “Philosophy of Teaching / Teaching Manifesto.”</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 8 (6/29–7/5)</p>	<p style="text-align: center;">No Required Readings</p> <p style="text-align: center;">Please take this time to interview an educator that you chose for your “Adult Educator Interview and Observation” assignment and Finish up this assignment as it is due this week.</p>	<p><u>Assignments:</u></p> <p>1. “Adult Educator Interview and Observation” assignment is due.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 9 (7/6–7/12)</p>	<p style="text-align: center;">Required Readings</p> <p>1. Read (Gannon) Chapters 8 to 10.</p> <p style="text-align: center;">Activities</p> <p style="text-align: center;">No Chapter Presentation This Week.</p> <p style="text-align: center;">Just read the required readings and take the time to work on your Final Project & Survival Memo assignments.</p>	<p><u>Assignments:</u></p> <p>1. No Assignments Due. Work on your Final Project & Survival Memo.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 10 (July 13, 2026)</p>	<p style="text-align: center;">FINAL PROJECT & SURVIVAL MEMO ARE DUE.</p>	

Final Week

**Submit your final project & Survival Memo to Canvas by
Monday, July 13, 2026 at 11:59 PM (EDT).**

****Late submission will not be accepted.**

Subject to Change Statement

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