

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**COURSE OUTLINE**

**COURSE TITLE:** Strategies for Teaching Adults  
**CODE NO. :** ED 237 **SEMESTER:** Various  
**PROGRAM:** Teacher of Adults  
**AUTHOR:** M. McFarling MA Adult Ed., CCW, CYC (Cert.)  
**DATE:** May, 2011 **PREVIOUS OUTLINE DATED:** N/A

**APPROVED:**

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**DEAN**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** ED 230

**HOURS/WEEK:**

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## **I. COURSE DESCRIPTION:**

This course will focus on the description, selection, and use of a wide variety of teaching strategies appropriate to meeting the needs of the adult learner. Topics include and are not limited to: creating positive learning environments, lecture, effective use of group, questioning, and case study. There will of necessity be a significant application component in the course.

## **II. RATIONALE:**

Knowledge of, and competency in a wide variety of applicable strategies is an essential component of effective adult education. This course will afford the learner the opportunity to identify, study, and practice a wide range of strategies pertinent to the adult education field.

## **III. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of the course the student will demonstrate the ability to:

### **A. Create a positive learning environment**

Potential elements of the performance:

- Examine the effect a teacher's behaviour has on the learning environment.
- Determine the relevance of the 'first session' in setting the tone for course success.
- Discuss pertinent teaching strategies and the impact of same to the learning environment.

### **B. Identify instructional strategies appropriate to adult education.**

Potential elements of the performance:

- Review various strategies pertinent to the adult education field.
- Structure and practice a representative sample of these strategies
- Discuss and provide peer-feedback on the various strategies reviewed.

### **C. Select instruction strategies appropriate to specific learning objectives.**

Potential elements of the performance:

- Identify appropriate strategies and relevant alternate strategies geared specifically to planned session outcomes.
- Assess the validity of a particular strategy relative to identified course outcomes

**D. Participate in group project to review benefits, application, and potential limitations of specific instructional strategies.**

Potential elements of the performance:

- Self- select into a sub-group
- Liaise with other sub-groups to clarify the task
- Determine intra-group areas of responsibility
- Consolidate the presentation
- Present to whole group
- Evaluate your groups product and process
- Evaluate your role specific to your group

**E. Plan and deliver a complete session.**

Potential elements of the performance:

- Choose a topic pertinent to your area of interest.
- Prepare a session agenda
- Develop a delivery plan appropriate to your topic
- Deliver session
- Lead discussion on pertinence of strategies used
- Lead peer-review of strategies implemented in delivery format

**IV. TOPICS:**

Include but are not limited to:

1. Teacher behaviour as a predictor of success.
2. Factors to consider when establishing the learning environment.
3. Comprehensive sample of effective teaching strategies.
4. Learning styles.
5. Working effectively in groups
6. Lesson plan development

**V. REQUIRED RESOURCE/TEXT/MATERIALS:**

Renner,P. (2005) .The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator ( Expanded Tenth Anniversary Edition) Vancouver, Training Associates. ISBN 0-9697319-2-2

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

A.	Participation.....	10%
B.	Report on effective and ineffective teacher traits and behaviour.....	10%
C.	Icebreaker/energizer file entry.....	5%
D.	Working in a Group Assignment.....	5%
E.	Quiz-Session 5:.....	10%
F.	Quiz Session 10: .....	10%
G.	Quiz Session 13:.....	10%
H.	Reflection Paper .....	10%
I.	Session plan Presentation.....	20%
J.	Group Project/Presentation.....	10%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.**

**VII. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VIII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.