

Agricultural and Extension Adult Education

AEC6611

Fall 2025 – 3 Credit Hours

# Instructor

Dr. Grady Roberts

Professor

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Office location: 220 Rolfs Hall

Office hours: By Appointment

# Class Times Location

Thursdays, Period 6-8 (10:40 – 1:40) Rolfs 306

# Course Description

Concepts and principles related to design, implementation, and evaluation of education programs for adults.

# Course Objectives

Students enrolled in this course will:

1. Discuss theories of adult learning.
2. Discuss issues related to teaching adults in domestic and international settings.
3. Develop an adult learning program.
4. Analyze educators in adult learning settings.

# Requirements

## Required Texts:

Knowles, M. S., Holton III, E. F., Swanson, R. A., & Robinson, P. A. (2025). *The adult learner: The definitive classic in adult education and human resource development* (10th ed.). Routledge.

Merriam, S. B., & Baumgartner, L. M., (2020). *Learning in adulthood: A comprehensive guide* (4th ed.). John Wiley & Sons.

## Required Readings:

Dalton, G. W., Thompson, P. H., Price, R. L. (1977). The four stages of professional careers: A new look at performance by professionals. *Organizational Dynamics, 6*(1), 19–42. [https://doi.org/10.1016/0090-2616(77)90033-X](https://doi.org/10.1016/0090-2616%2877%2990033-X)

Franz, N. (2007). Adult education theories: Informing cooperative extension's transformation. *Journal of Extension, 45*(1), Article 1FEA1. <https://archives.joe.org/joe/2007february/a1.php>

Roberts, T. G. (2006). A philosophical examination of experiential learning theory for agricultural educators. *Journal of Agricultural Education, 47*(1), 17–29. <https://doi.org/10.5032/jae.2006.01017>

Roberts, T. G., Cardey, S., & Brok, P. (2023). Developing a framework for using local knowledge systems to enhance capacity building in agricultural development. *Advancements in Agricultural Development*, *4*(2), 1–19. <https://doi.org/10.37433/aad.v4i2.305>

## Technology:

To succeed in this course, you must have access to the following technology:

* Desktop Computer or Laptop
* Audio Capabilities
* Webcam and Microphone for synchronous sessions
* Microsoft Office Programs
	+ [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
	+ [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
	+ Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
	+ [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
	+ [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
	+ [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
	+ [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
	+ [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* Internet Connection with access to Canvas
* Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/student-computing-requirements/) page for information on technology requirements and expectations.

## Expected Technical & Digital Literacy Skills:

Minimum skills required:

* Proficiency in utilizing Canvas and navigating the internet effectively.
* Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
* Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
* Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.

# Assignments

## Late Assignment Policy:

**Late Assignments and Make-Up Work:** There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 1 week past the due date and will be penalized 10%/day.

## Assignment Points & Explanation:

|  |
| --- |
|  | Due Date | PointsPossible | Points Awarded |
| Teaching Philosophy | 9/18 | 100 |  |
| Adult Educator Observation | 10/2 | 150 |  |
| Student-Led Session | 11/6 | 100 |  |
| Adult Education Program Development | 11/20 | 200 |  |
| Attendance/Participation | Weekly | 50 |  |
| **Late Assignments and Make-Up Work:** There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 1 week past the due date and will be penalized 10%/day.Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.Make–up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make–up exams or assignments should be made upon return to class. **AI Policy:** Students are welcome to use AI tools to assist with ideation and grammar/editing. You should include a statement in any submitted assignment describing how you used the AI too and which tool you used. You should also keep in mind that you are still responsible for the quality and accuracy of anything you submit.  |

| **Assignment Details** |
| --- |
| Assignment | Description | Due Date | Points |
| Teaching Philosophy | You will develop a statement that highlights your philosophy of teaching adults. This should be informed by the theories discussed in class and include appropriate references. It should be 2-3 pages long.  | 9/18 | 100 |
| Adult Educator Observation | You will select an adult educator of your choice. You will: (a) request the person complete the nonformal education survey, (b) interview that person using the provided interview guide, and (c) then observe that person teach at least a 1 hour session. Based on their survey response, your interview, and your observation, you will prepare a 3-5 page summary of what you observed and an analysis the educator’s actions based on adult learning theory. Consult rubrics in Canvas for more details. | 10/2 | 150 |
| Student-Led Session | You will work in a team with other students to identify a contemporary topic in adult learning and then develop and deliver a class session (3 hours). This should include: (a) 1-2 assigned readings; (b) a series of in-class learning activities; and (c) method(s) to assess learning. Each member of the team should contribute equally to the assignment. Consult rubrics in Canvas for more details. | 11/6 | 100 |
| Adult Education Program Development | Develop a 1-day training program for adults. Your program should show evidence of how adult learning theory informed your planning, delivery, and evaluation of the program. You will submit a 10-page report that includes: (a) the situation; (b) the learning objectives; (c) a content outline; (d) your approaches to delivering (facilitating) the program; and (e) your approach to evaluating the program. You will also present your program in a poster session. Consult rubrics in Canvas for more details. | 11/20 | 200 |
| Attendance/Participation | This class will be discussion-based. You are expected to attend class each day, be prepared for discussion, and actively engage in in-class discussions. | Weekly | 50 |

## Course Grading:

| Grading Scale |
| --- |
| A = 570 - 600 | B+ = 522 - 539 | C+ = 462 - 479 | D+ = 402 - 419 | E = 0 - 359 |
| 1. = 540 - 569
 | B = 498 - 521 | C = 438 - 461 | D = 378 - 401 |  |
|  | 1. = 480 - 497
 | 1. = 420 - 437
 | 1. = 360 - 377
 |  |
| University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx |

## Reading & Assignment Schedule:

| Date | Topics | Readings | Assignments Due |
| --- | --- | --- | --- |
| Week 1Aug 21 | Introduction to Adult Learning |  |  |
| Week 2Aug 28 | Andragogy – Part 1 | Knowles, Ch 2-3 |  |
| Week 3Sept 4 | Andragogy – Part 2 | Knowles, Ch 4-5 |  |
| Week 4Sept 11 | Other Adult Learning Theories | Merriam, Ch 5Knowles, Ch 10 |  |
| Week 5Sept 18 | Self-Directed and Self-Regulated LearningAdult & Continuing Education | Merriam, Ch 6Dalton et al. (1977) | Teaching Philosophy Statement |
| Week 6Sept 25 | Experiential Learning and AdultsTransformative Learning | Merriam, Ch 7-8Roberts (2006) |  |
| Week 7Oct 2 | Adult Education as Social Change | Merriam, Ch 11 | Adult Educator Observation |
| Week 8Oct 9 | Teaching Adults in an Online Environment***Roberts Out – Online Session*** | Knowles, Ch 13-14 |  |
| Week 9Oct 16 | Teaching Adults in an International ContextLocal and Indigenous Knowledge Systems | Merriam, Ch 9-10Roberts et al., (2023) |  |
| Week 10Oct 23 | Effective Teaching Practices for Adult Educators | Knowles, Ch 11-12 |  |
| Week 11Oct 30 | Student Led Session – Topic TBD | TBD | Student-Led Session |
| Week 12Nov 6 | Student Led Session – Topic TBD | TBD | Student-Led Session |
| Week 13Nov 13 | Adult Learning in Cooperative Extension***Roberts Out – Online Session*** | Franz (2007) |  |
| Week 14Nov 20 | Poster Session – Adult Learning Programs |  | Adult Education Program |
| Week 15Nov 27 | ***No class – Thanksgiving*** |  |  |

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Please note that the course schedule and syllabus are subject to change. The instructor reserves the right to modify the syllabus, including assignment due dates and course content, as deemed necessary. Any changes will be communicated promptly to ensure you have adequate time to adjust.

# University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

**Academic Resources**

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

**Campus Health & Wellness**

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools