

Associated Canadian Theological Schools LIN 571A: Training Across Cultures for Linguists

James D. (Jim) Cunningham, Ed.D.
Spring 2011
3 credit hours
Prerequisites: None

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Room 306, Harvest Centre, CanIL Building
Mondays, 5:30-8:30 PM

I. Course Description

This course provides linguists, translators and literacy trainers with principles of adult learning to increase their knowledge, skills and attitudes as effective trainers of adults in cross-cultural settings. Students will interact with literature in adult education; describe how these principles might apply cross-culturally; practice teaching using these methods; then analyze and compare approaches used in other cultures with practical application to training across cultures. While the focus is for training linguists, the principles can be applied to training adults in a wide variety of training situations. **Maximum: 12 Students**

II. Objectives

By the end of this course, participants will have:

1. examined ways of facilitating adult learning and teaching across cultures.
2. read and evaluated resources related to adult learning theory and cross-cultural teaching.
3. designed and taught one 40-minute teaching module using adult education principles and methods related to cross-culture teaching.
4. examined how these methods apply to teaching linguists cross-culturally.
5. experienced adult learning within a cross-cultural community of learners as a participant-observer within a cultural community.

III. Course Textbooks

A Course PAC and handouts related to the course will be provided at a cost of \$20.00.

Most books related to assignments (below) will be on two-hour reserve in the CanIL Library.

The primary resource texts are: Vella, Jane (2008). *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action*. San Francisco: Jossey-Bass.

and

Lingenfelter, Judith E. and Lingenfelter, Sherwood G. (2003). *Teaching Cross-Culturally: An Incarnation Model for Learning and Teaching*. Grand Rapids: Baker Academic.

IV. Course Assignments

LIN 571 LEARNING TASKS

Learning Task #1 - Reading Report: (Max 500 words). [10]

Identify five principles that have direct application to training adults in a cross-cultural setting as identified in Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* (Revised Edition, 2002). San Francisco: Jossey-Bass. Explain how you would apply these five principles when teaching in a cross-cultural setting.

Learning Task #2 - Annotated Bibliography: (Max 250 words per annotation). [20]

Complete 10 readings (texts, journals, chapter) on the theme: 'Training Adults Across Cultures'. Submit completed annotations on My Courses. Note: An *Annotated Bibliography* (a list of books or other works) that includes descriptive and evaluative comments about the sources cited in your paper. These comments are known as *annotations*. An annotated bibliography entry consists of two components: the **Citation** [formatted in CanIL style] and the **Annotation** [may include: a) a brief summary of the source; b) the source's strengths and weaknesses; c) the conclusions; d) why the source is relevant to the course; d) its relationships to other studies in the field; e) an evaluation of the research methodology; f) information about the author's background and/or g) your personal conclusions about the source.

Learning Task #3 – Practice Teaching : (One 50 minute Learning Module). [30]

Participants will teach some aspect of training across cultures. Module is based on a need revealed from a LRNA of class members.

Learning Task #4 – Reflective Paper on Lead Teaching Module: (1000 words max). [10]

Use the feedback received in class and principles of Evaluation discussed in readings to prepare an evaluation of your Teaching Module indicating a rationale for changes you will incorporate the next time you teach this topic.

Learning Task #5 - Participant-Observer: (10-15 hours in a Cross-Cultural Teaching-Learning Module). [25]

Be a participant-observer in a setting(s) that demonstrates aspects of cross-cultural adult learning/teaching models within an ethnic community in the Lower Mainland. Prepare a report (1000 words) of the principles you observed including your assessment of teaching/learning principles for training across cultures.

Learning Task #6 - Participant-Observer Report: (Present a 15 minute summary to the class of #5 - with handouts). [5]

TOTAL: 100

Grading Scale

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List. Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/>. Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html. Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact **before the beginning of a course** so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

VI. Course Outline

Date	Questions/Themes/Topics	Pre-readings and Learning Tasks	Handouts
<p>Session 1 17 Jan</p>	<p style="text-align: center;">Idio-grated Adult Education <i>“a personal style of teaching that integrates the best of theory and practice—to be both a fellow learner and a respected authority—at one and the same time”</i></p> <hr/> <p style="text-align: center;">[Introductory Quotes for each session – from OTAL] <i>Who needs what as defined by whom?</i> Learner’s Resources and Needs Assessment (LRNA) <i>“The dialogue begins long before the course does...” (p.19).</i></p> <hr/> <p style="text-align: center;">EXPECTATIONS: THE LEARNER Expectations of the Adult Learner What are the primary pre-learning expectations for understanding and teaching adults? How do we determine the learner’s resources and needs? How does an adult learner’s life experiences and pre-conceived ideas affect both their learning style and expectations? Why are some adult learners so focused and serious? If everyone has a worldview why does it matter which one we choose?</p> <hr/> <p><i>What are Principles of Adult Learning? (Lieb)</i> <i>Summary & Feedback</i></p>	<p>Turn in LRNA (<i>Learner’s Resources and Needs Assessment</i>)</p>	<p>The ‘Idio-grated’ Educator: <i>The Clover Model: An Informal-Interactive-Integrated Approach to Adult Education</i></p> <p><i>Conventional Education – 11 Evidences</i></p> <p><i>Dialogue Education</i></p> <p><i>Lieb: Principles of Adult Learning.</i></p> <p><i>Gardner’s MI</i> <i>Felder: “Co-operative Learning</i></p>
<p>Session 2 24 Jan</p>	<p><i>We create a context for learning. That context can be made safe.</i> Safety in the environment and the process. <i>“A simple mode of safety is laughter. No laughter, no learning...” (p.86).</i></p> <hr/> <p style="text-align: center;">EXPECTATIONS: THE LEARNER Characteristics and Styles of Adult Learning If adult learners view life as a control issue, who has the remote? What makes andragogy so distinctive from pedagogy? Why are some adult learners so extremely conscious of time? What motivates adults to learn? How did the disciples learn? How do we define ‘Conventional Education’? What is the difference between Monologue and Dialogue? What is Constructivism as a philosophical foundation? What is dialogue education? How do we overcome resistance to adult learning in a cross-cultural setting?</p> <hr/> <p>What is a Learning Task? <i>Learning that LASTS (Walker)</i> <i>What is co-operative learning?(Felder)</i> <i>Summary & Feedback</i></p>	<p>Read Sections for each class that match the headings. The ‘Idio-grated’ Educator: <i>The Clover Model: An Informal-Interactive-Integrated Approach to Adult Education</i></p>	<p><i>Walker: “Learning That LASTS”</i></p> <p><i>The Teaching Style of Jesus compared to Dialogue Education</i></p> <p>Handout to Read for next class: <i>How does the Learner participate in Course Design? (Werner & Bower)</i></p>
<p>Session 3 31 Jan</p>	<p><i>“This principle involves respect, a keen interest in the perspectives of others and empathy for the struggle that real learning involves...” (p.88).</i> Sound Relationships between teacher and learner and among learners. <i>The dialogue in dialogue education is not between teacher and learner, but among learners, of whom the teacher is one.</i></p> <hr/> <p style="text-align: center;">ENCOURAGEMENT: THE CONTEXT Teaching-Learning Relationship Why do adult learners appreciate learning objectives?</p>	<p>Read: Vella, Jane. <i>On Teaching and Learning</i> pp.1-146</p>	<p>Handout: <i>The 4 Cs of Change</i></p>

	<p>Why might some adult learners desire a mentor-friendship with an adult educator beyond the formal learning environment?</p> <hr/> <p>What are proven Facilitation Skills? <i>How does the Learner participate in Course Design? (Werner & Bower)</i> <i>Summary & Feedback</i></p>		
<p>Session 4 07 Feb</p>	<p><i>“Sequence is the order of events: small to large, simple to complex, easy to difficult. Reinforcement offers new and different applications of the concept, skill or attitudes being learned...” (p.90-91).</i> Sequence of content and reinforcement.</p> <hr/> <p>ENVIRONMENT: The Setting The Environment in which Learning takes place When might it be the right time to lecture – or not lecture? What is the value of an open question? How did Jesus use visuals?</p> <hr/> <p>ENVIRONMENT: The Setting Clear Communication What are the stages of a learning task? Why is failure to communicate not an option? <i>Summary & Feedback</i></p>		<p>Handouts to Read for next class: <i>CIDA: Cross-Culture Shock</i></p> <p>Handout for next class: <i>Cross-Cultural Challenges to Learning</i></p>
<p>Session 5 14 Feb</p>	<p><i>“Action with Reflection...” (p.93).</i> Praxis <i>Learning by doing. Give them what they need to learn. Theory into practice – applied learning – simulation</i></p> <hr/> <p>EDUCATOR: The Mentor The Hallmark of a Great Christian Adult Educator What are the character qualities of Jesus of Nazareth? What might be a modern adult educator’s teaching style if patterned after the model of Jesus Christ? Why do teachers need passion and excellence?</p> <hr/> <p>EDUCATOR: The Mentor The Mentor’s Roles and Responsibilities How is the mentor to manage the learning tasks? When might mentors be held accountable for learning?</p> <hr/> <p>Are there universal approaches to adult learning in a cross-cultural context? How does one discover motivational themes within another culture? How do we teach linguists cross-culturally? How might one teach oral learners? <i>Summary & Feedback</i></p>	<p>Learning Task #1: Reading Report</p>	<p>Handout: Page: <i>“Visuals”</i></p> <p>Handouts: Spielmann: <i>Learning Tasks for Oral Societies</i></p>
21 Feb	[No Class – Independent Study Week]		
<p>Session 6 28 Feb</p>	<p><i>Respect for learners as decision-makers (p.97).</i> Respect for learners as decision-makers. <i>There is no dialogue when one considers (the learner) the object of his teaching. What we teach is the object.</i></p> <hr/> <p>EVALUATION: The Results The Challenge of Assessment Why is assessment such a challenge? How do we give and receive feedback?</p> <hr/> <p>EVALUATION: The Results The Test of Relevancy How do we know there’s been learning? What is the ultimate goal of learning? What are the Steps of Planning?</p>	<p>Handout to read for next class: <i>Kizlik: “Six Common Mistakes in Writing Lesson Plans</i></p>	<p>Handout: Evaluation Form Walker, <i>“How to Use the 7 Design Questions”</i></p>

	<p>What are principles of teamwork and small groups? What are Achievement-based Learning Objectives? What are the Four Stages of a Learning Task? What are the seven design questions? How do we Design a Learning Task? <i>Summary & Feedback</i></p>		
<p>Session 7 07 Mar</p>	<p><i>“make the new content—ideas, skills, attitudes—meaningful to learners.</i> Immediacy of the learning <i>Learners will respond to content that has immediate usefulness to their life and context” (p.99)</i></p> <hr/> <p style="text-align: center;">SECTION TWO TRAINING-TEACHING-DISCIPLING <i>Summary & Feedback</i></p>	Learning Task #2: Reading Log	
<p>Session 8 14 Mar</p>	<p><i>“The teacher is a resource, not a mere ‘presenter’ of information, not the one with the answers” (p.102).</i> Clear roles and role development - who does what? <i>We need a clear definition of learner and facilitator, coach or mentor and understanding of what each one does.</i></p> <hr/> <p style="text-align: center;">SECTION THREE The Idio-grated Educator An Informal-Interactive-‘Idio-grated’ Approach Practice Teaching #1 with Feedback <i>Summary & Feedback</i></p>	Learning Task #3: Practice Teaching	
<p>Session 9 21 Mar</p>	<p><i>“...most learning tasks are completed in small groups...” (p.102) designed to invigorate and energize the learning environment.</i> Teamwork and use of small groups. <i>“Learners have to engage with new content to make it valued and valuable to them...” (p.106)</i> Engagement of the learners in what they are learning.</p> <hr/> <p style="text-align: center;">Practice Teaching #2 with Feedback <i>Summary & Feedback</i></p>	Learning Task #3: Practice Teaching	Lingenfelter, Judith E. and Lingenfelter, Sherwood G. (2003). <i>Teaching Cross-Culturally: An Incarnation Model for Learning and Teaching</i> . Grand Rapids: Baker Academic.
<p>Session 10 28 Mar</p>	<p style="text-align: center;">Cross-cultural Principles and Challenges Cross-cultural Reports</p> <p>Reports using principles of Teamwork, Small groups and engaging the learner <i>Summary & Feedback</i></p>	Learning Task #5: Cross-cultural reports	
<p>Session 11 04 Apr</p>	<p><i>Both the teacher and the learner are accountable for their own learning to take place. (see p. 107).</i> Accountability: how do they know they know? <i>Both what was proposed to be taught must be taught and what was meant to be learned must be learned.</i></p> <hr/> <p style="text-align: center;">Cross-cultural Principles and Challenges Evaluation/Accountability I <i>Summary & Feedback</i></p>	Learning Task #4: Reflective paper	
<p>Session 12 11 Apr</p>	<p><i>Both the teacher and the learner are accountable for their own learning to take place. (see p. 107).</i> Accountability: how do they know they know? <i>Both what was proposed to be taught must be taught and what was meant to be learned must be learned.</i></p> <hr/> <p style="text-align: center;">Cross-cultural Principles and Challenges Evaluation/Accountability II <i>Summary & Feedback</i></p>		

VII. LIN 571 – Bibliography Titles in Bold are in CanIL / TWU Library

Subjects

- 1. **Theory:** *General teaching and training theory*
- 2. **Exploring:** *Knowing Learners, Teachers, Self; Professional Development*
- 3. **Designing:** *Planning events, Designing modules, Forming goals and objectives*
- 4. **Delivering:** *Teaching, Presenting, Techniques*
- 5. **Evaluating:** *Includes ongoing learning, Mentoring models*

● 1. **Theory**

Baird, Lloyd S, Schneier, Craig Eric, and Leird, Dugan, eds. (1983). *The training and development sourcebook*. Amherst: Human Resource Development Press.

Brookfield, Stephen D. (1986). *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass.

Caine, Renate Nummela, Caine, Geoffrey, McClintic, Carol and Klimek, Karl. (2005). *12 Brain/Mind Learning Principles in Action: The Fieldbook for Making Connections, Teaching, and the Human Brain*. Thousand Oaks, CA: Corwin Press.

Dickinson, Gary (1973). *Teaching Adults: A Handbook for Instructors*. Toronto: New Press.

Draves, William A. (1984). *How to Teach Adults*. Kansas: The Learning Resources Network (LERN).

Friedman, Matt. (1990). *The Master Plan of Teaching: Understanding and applying the teaching styles of Jesus*. Wheaton, IL: Victor Books.

Gravett, Sarah. (2004). *Adult learning: Designing and implementing learning events – A dialogic approach*. Pretoria, South Africa: Van Schaik Publishers.

Hendricks, Howard G. (1988) *The Seven Laws of the Teacher*. Atlanta: Walk Through the Bible Ministries, Inc. (4 copies).

Hendricks, Howard G. (1988) *The Seven Laws of the Teacher Leader's Guide*. Atlanta: Walk Through the Bible Ministries, Inc.

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Hendricks, Howard. (1987). *Teaching to Change Lives*. Sisters, OR: Multnomah Books. (TWU)

Hope, Anne and Timmel, Sally. (1999). *Training for Transformation: A Handbook for Community Workers*. London: ITDG Publishing.

How Adults Learn. (<http://www.pcma.org/publications/adultslearn/contents.htm>)

Houle, Cyril O. (1992). *The Literature of Adult Education: A Bibliographic Essay*. San Francisco: Jossey-Bass Publishers.

Kidd, J.R. (1959). *How Adults Learn*. New York: Association Press.

Knox, Alan B. (1986). *Helping Adults Learn*. San Francisco: Jossey-Bass Publishers.

Kohls, L. Robert and Brussow, Herbert L. (1995). *Training Know-How for Cross-Cultural and Diversity Trainers*. Duncanville, TX: Adult Learning Systems.

Lakewood Publications Series: Volume I (1991): *Adult Learning in your Classroom*.

Volume 8 (1990): *Managing the Training Function, Book II: The Nuts 'N Bolts of Personal, People and Resource Management*. Volume 12 (1990): *Designing Training*.

Langer, Ellen J. (1947). *The Power of Mindful Learning*. Addison-Wesley Publishing Co., Inc. (TWU)

Lawson, Karen. (1998). *The Trainer's Handbook*. San Francisco: Jossey-Bass/Pfeiffer.

Lingenfelter, Judith E. and Lingenfelter, Sherwood G. (2003). *Teaching Cross-Culturally: An Incarnation Model for Learning and Teaching*. Grand Rapids: Baker Academic.

Meir, Dave. (2000). *The Accelerated Learning Handbook*. New York, N.Y.: Mc-Graw Hill.

Merriam, Sharan B. and Cuningham, Phyllis M. (1989). *Handbook of Adult and Continuing Education*. San Francisco: Jossey-Bass.

Overfield, Karen. (1998). *Developing and Managing Organizational Learning: A Guide to Effective Training Project Management*. Alexandria, VA: ASTD.

Peters, John M., Jarvis, Peter and Associates. (1991). *Adult Education: Evolution and Achievements in a Developing Field of Study*. San Francisco: Jossey-Bass.

Price, J.M. (1943). *Jesus, the Teacher*. Adapted and edited by Robert J. McMullin, Jr. (1998). Charlotte, NC. (TWU)

Robinson, Russell D. (1994). *An Introduction to Helping Adults Learn and Change*. (Rev. ed.). West Bend, WI: Omnibook Co.

Russel, Lou. (1999). *The Accelerated Learning Fieldbook: Making the Instructional Process FAST, FLEXIBLE and FUN*. San Francisco: Jossey-Bass Pfeiffer.

Smith, M. K. (2002) *Malcolm Knowles, informal adult education, self-direction and andragogy*, the encyclopedia of informal education, www.infed.org/thinkers/et-knowl.htm. Last updated: January 30, 2005

Spielmann, Margaret B. (1993). *Training Mother-Tongue Translators with Application to Melanesia*. Fuller Theological Seminary, School of World Mission, M.A. in Intercultural Studies.

Stolovitch, Harold D. and Keeps, Erica J. *Training Ain't Performance*. (2002). Alexandria, VA: ASTD Press.

The Center for Accelerated Learning. (<http://www.alcenter.com/alindex.html>)

UBS Training. (<http://www.ubs-translations.org/itedu/oneononettraining.htm>)

Vella, Jane. (1989). *Learning to Listen. Learning to Teach*. San Francisco: Jossey-Bass. (TWU)

Vella, Jane. (1989). *Learning to Teach: Training of Trainers for Community Development*. Westport, CT: Save The Children Federation.

Vella, Jane. (1995) *Training Through Dialogue: Promoting Effective Learning and Change with Adults*. San Francisco: Jossey-Bass.

Vella, Jane. (2004). *Dialogue Education at Work: A Case Book*. San Francisco: Jossey-Bass.

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Werner, David and Bower, Bill. (1982). *Helping Health Workers Learn: A book of methods, aids, and ideas for instructos at the village level*. Berkeley: The Hesperian Foundation.

Wilkenson, Bruce. (1992). *The Seven Laws of the Learner*. Sisters: Multnomah Press.

● 2. Exploring

Brunner, Carolyn E. (International Learning Center, 1990). *Learning Styles/Administrative Styles-Research and Practice*. Depew, NY: Terrace Education Center.

Claxton, Charles S. and Murrell, Patricia H. (1987). *Learning Styles: Implications for Improving Educational Practices*. Washington, D.C.: ERIC Clearing House on Higher Education.

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“Interview with Jane Vella” – in CanIL Library – JC’s Personal Copy

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McCarthy, Bernice. (1987). *The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques*. Barrington, IL: EXCEL, Inc. (TWU)

Multiple Intelligences. (http://www.thomasarmstrong.com/multiple_intelligences.htm)

Palmer Parker J. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*. San Francisco: Jossey-Bass.

Palmer, Parker J. (1983). *To Know as we are Known: Education as a Spiritual Journey*. San Francisco: Harper. (TWU)

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Verner, Coolie and Catherine V. Davison (1971). *Physiological Factors in Adult Learning and Instruction*. Florida: Adult Education Research-Information Processing Center.

Weathersby, Rita Preszler and Tarule, Jill Mattuck. (1980). *Adult Development: Implications for Higher Education*. Washington, D.C.: Clearing Houses on Higher Education.

© **Wlodkowski, Raymond J. (1999). *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching all Adults*. San Francisco: Jossey-Bass. (TWU)**

● 3. Designing

Big Dog Instructional System Design. (<http://www.nwlink.com/~donclark/hrd/sat.html>)

Caffarella, Rosemary S. (1994). *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers*. San Francisco: Jossey-Bass

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- Mager, Robert F. (1962). *Preparing Instructional Objectives*. Belmont, CA: Fearon Publishers. (TWU)**
- Mager, Robert F. (1991). *Instructional Module Design: Practical Skills for Developing Criterion-Referenced Instruction Modules*. Second Edition. Participant Manual.
- Mager, Robert F., Pipe, Peter. (1994). *Criterion-Referenced Instruction: Practical Skills for Designing Instruction that Works*. Practical Manual. Fourth Edition.
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- Rothwell, William J and Kazanas, H.C. (1992). *Mastering the Instructional Design Process: A Systematic Approach*. San Francisco: Jossey-Bass Inc.
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