

EDAD 6903 - Building Capacity of Adult Learners

Fall 2026 Syllabus, Section A01, CRN 41687,

Credit hours: 3

Instructor

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Public Instructor Information

Instructor Title: Dr. Basich

Course Description

6903. Building Capacity of Adult Learners. Learning is an extended, intricate, and lifelong process. Adult learners have a unique way of learning, one that varies from learning done in primary grades. As such, teacher leaders will need to have strong command of adult learning principles to effectively collaborate with others and assist adults in their own professional development. A study of current theories and research in the areas of social cognition, human development, interpersonal relationships, group processes, and motivation will assist candidates in meeting the needs of the adults they will work with. This course will be particularly helpful to those who mentor, lead professional development sessions, serve on building or district leadership teams, and participate in professional learning communities. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Learning for Leadership: Developmental Strategies for Building Capacity in Our Schools	Drago-Severson, E., Blum-Stefano, J., and Asghar, A.	1412994403
Required	Using Quality Feedback to Guide Professional Learning	Clark, S. and Duggins, A.	1483377121

Required Readings (embedded within weekly modules)

Adult Learning and Professional Development

- Beavers, A. (2009). Teachers as learners: Implications of adult education for professional development. *Journal of College Teaching & Learning*, 6(7), 25-30.
- Corley, M.A. (2011). Adult Learning Theories. American Institute of Research, 1-4.
- Duverge, G. (2016). Contrasting Classrooms: Instructional Differences Between Pedagogy vs. Andragogy. Middle State Commission on Higher Education.
- Post, H. W., & Center, U. P. (2008). Teaching adults: What every trainer needs to know about adult learning styles. Pacer Centre/UTAH.
- n.a (2019). Building Teacher Leaders' Capacity for Facilitating Adult Learning. Ohio Teacher Leadership Toolkit. Ohio Department of Education.
- Carroll, T., Fulton, K., & Doerr, H. (2010). Team Up for 21st Century Teaching and Learning: What Research and Practice Reveal about Professional Learning. Condensed Excerpts. National Commission on Teaching and America's Future.
- n.a (2015). Ohio Professional Development Standards. Ohio Department of Education.

Teacher Leadership

- n.a. (2014). Leading from the Front: A Road Map to Teacher Leadership That Works. Aspen Institute.
- Jacques, C., Behrstock-Sherratt, E., Parker, A., Bassett, K., Allen, M., Bosso, D., & Olson, D. (2017). Investing in What It Takes to Move from Good to Great: Exemplary Educators Identify Their Most Important Learning Experiences. American Institutes for Research.
- n.a. (2009). Teacher Leadership Skills Framework. Center for Strengthening the Teaching Profession.
- n.a (2019). Teacher Leadership in Ohio: An Executive Report. Ohio Teacher Leadership Toolkit. Ohio Department of Education.

- Blitz, C. L. (2013). Can Online Learning Communities Achieve the Goals of Traditional Professional Learning Communities? What the Literature Says. (REL 2013–003). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic.
- Murphy, M. (2016). The tug of war between change and resistance. *Educational Leadership* (73), 66-70.
- n.a. (2019). Teacher Leadership Case Studies. Ohio Teacher Leadership Toolkit. Ohio Department of Education.

Teacher Efficacy, Commitment, and Competence

- Derrington, M. L., & Angelle, P. S. (2013). Teacher Leadership and Collective Efficacy: Connections and Links. *International Journal of Teacher Leadership*, 4(1), n1.
- Vesely, A. K., Saklofske, D. H., & Leschied, A. D. (2013). Teachers—The vital
- resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology*, 28(1), 71-89.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Module 1 Readings	Introduction to Adult Learning	Module 1 Discussion Question, Module 1 Reflection Assignment, Pedagogy and Andragogy Analysis Assignment, Field Experience Verificatio
8/31	Reading: Drago-Severson (Pgs. 3-49) & Module 2 Readings	Adult Learning Theory	Module 2 Discussion Question, Module 2 Reflection Assignment
9/7	Reading: Drago-Severson (Pgs. 51-107) & Module 3 Readings	Adult Learning in Practice: Part 1	Module 3 Discussion Question, Module 3 Reflection Assignment, Adult Learning Audit and Analysis Assignment
9/14	Readings: Drago-Severson (Pgs. 109- 180) & Module 4 Reading	Adult Learning in Practice: Part 2	Module 4 Discussion Question, Module 4 Reflection Assignment
9/21	Readings: Drago-Severson (Pgs. 183- 242) & Module 5 Readings	Adult Learning Tools: Part 1	Module 5 Discussion Question, Module 5 Reflection Assignment, Resistance to Change Assignment
9/28	Readings: Clark & Duggins (Pgs. 5-88) & Module 6 Readings	Adult Learning Tools: Part 2	Module 6 Discussion Question, Module 6 Reflection Assignment
10/5	Readings: Clark & Duggins (Pgs. 89-159) & Module 7 Readings	Personalized Professional Development	Module 7 Discussion Question, Module 7 Reflection Assignment, Field Experience Requirement, Personalized Professional Development Plan Assignment

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