

EAD 866 FS20

Teaching in Postsecondary Education

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Purpose and Course Overview

The purpose of this course is to support participants in becoming more reflective and effective teachers in postsecondary education contexts and settings. The words “teacher” and “teaching” are used here in a broad sense to cover a variety of lenses, approaches, commitments, and contexts in which educators are helping adults and emerging adults to learn.

To consider international perspectives to postsecondary teaching and to foster a more global approach to teaching and learning in postsecondary education, this course will also include a participatory-action research component in which we will collaborate with International Christian University (Tokyo, Japan). More on that later.

We begin with the view that effective teaching must consider the teachers’ contexts, areas of study, and purposes, as well as the students’ socio-cultural funds, that is, their prior knowledge and experiences related to the subject or content. We are not seeking to debate the humanity of our learners, or define/advocate for a particular way of teaching but rather to explore the assumptions, choices, theories, and beliefs that should be considered as a teacher makes choices in particular contexts. For purposes of this course, we will consider adults to include both undergraduate college students (emerging adults), as well as adults over 25 years of age who may be engaged in other forms of postsecondary or continuing education.

Topics to be addressed

The course will address the following aspects of teaching in postsecondary education:

- Paradigmatic or philosophical perspectives on teaching and learning
- Factors that relate to teaching, including the characteristics of learners in postsecondary education settings, the learning process, and learning environments

- Instructional design and planning, and educational technology
- Strategies to encourage active, involved learning, including lecturing, small group work and discussion, experiential learning, and educational technologies
- Approaches to assessing learning
- Approaches to improving teaching through assessment and teacher learning and development.
- These topics will be addressed through the integration of anti-racist, transformative, liberatory, and change-oriented approaches to postsecondary teaching and also through the lens of an international education experience.

The course should be useful to those involved in or interested in teaching in a variety of postsecondary education contexts, including college and university classrooms, international [comparative] education, adult education and community college settings, student affairs workshops, staff development, education for the professions, training and workplace learning.

Course Objectives

At the conclusion of this course, participants will be able to:

1. Articulate a philosophical or theoretical approach to teaching and the values, beliefs, experiences, and ideas that shape one's philosophical or theoretical approach.
2. Consider how non-western postsecondary education invites us to reconsider the assumptions we make about how people around the world learn.
3. Conduct pilot study research about teaching and learning in the United States and Japan.
4. Discuss various ways in which teaching in postsecondary education is conceptualized.
5. Use research findings concerning students in various postsecondary settings, how students learn, and strategies and methods that facilitate or foster their learning.
6. Engage in systematic instructional planning and design.
7. Know, select, and use a range of teaching strategies that encourage active, involved learning, and that are appropriate for learners in postsecondary settings, both face to face and online, within their particular areas of study.
8. Design useful assessments of students' learning and of teacher effectiveness.
9. Identify strategies and resources available for encouraging the professional growth of teachers in postsecondary environments.

Collaborative Online International Learning and the BEVI

Throughout the semester, we will be working in collaboration with Dr. Insung Jung and her EDUC301 students from International Christian University (ICU) in Tokyo, Japan. Using the [Collaborative Online International Learning](#) (COIL) methodology or Virtual Exchange (VE) and the [Beliefs, Events, and Values Inventory](#) (BEVI), you will get a chance to apply the approaches and theoretical lenses you are gaining in the course to create a publication-quality research study with your ICU colleagues.

As a result, this course will, throughout the duration of the collaboration between MSU and ICU, contain a number of readings to bring you up to speed on postsecondary and adult education learning in Japan, as well as the United States. These readings will provide you with a preliminary literature that you will be able to use to frame, interpret, and analyze your data.

This course was selected by the Office of International Studies in Education (OISE) to introduce more “global” (transnational, international, cross-contextual) perspectives into our graduate and undergraduate curriculum at MSU. COIL is a methodology of online international learning developed by researchers at [SUNY Albany](#) and other locations. You are part of a course that has global implications, spanning universities in 16 countries and numerous universities.

The COIL BEVI Project is a grant-based and multi-year initiative that brings together a diverse set of higher education institutions in Japan, the U.S., and beyond who are interested in 1) using best practices and tailored platforms to selected COIL courses with faculty and students in a partner country while 2) facilitating and evaluating the impact of COIL via the Beliefs, Events, and Values Inventory (BEVI), a comprehensive and mixed methods measure of learning, growth, and development.” (Shealy, 2020, June 1). BEVI is an intervention— a survey you’ll take once before and again after your completion of this course. It is part of the course, but because it is part of a larger research project, you may opt out of taking it (it will not affect your grade if you opt out, but we certainly encourage you to take it).

**NOTE: when you are communicating with your ICU Colleagues, please note the 13 Hour time difference between East Lansing time (EST) and Tokyo time (JST, UTC+9).*

Content Outline:

Module 1 (Sept. 2 – Sept. 15)

Introductions, Course Overview, and Summary of Approaches

- Week 1: Sept. 2– 8 Introductions to Themes of the Course
- Week 2: Sept. 9- 15: Summary of Approaches to Postsecondary Education and a Primer on Critical Anti-racist Approaches

Module 2 (Sept. 16 – Sept. 29)

Concepts of Teaching, Technology, and Change in the US and Japan

- Week 3: Sept. 16 - 22 : Change and Meaning-Making with Technology
- Week 4: Sept. 23 -29: What’s in a name: “Diversity, Equity, and Inclusion [DEI]”

Module 3 (Sept. 30- Oct 27)

Technology, Innovation, and Instructional Strategies

- Week 5 Sept. 30 - Oct. 6: COIL and the Experience of Online Learning.
- Week 6 Oct. 7 - Oct. 13: Innovation and Institutionalization
- Week 7 Oct. 14 - Oct. 20: Pedagogical approaches as modelling change:

- Week 8 Oct. 21 - Oct. 27: What does educational change look like moving forward?

Module 4 (Oct. 28 - Nov. 16) Learning Environments, and Lesson Planning.

- Week 9 Oct. 28 - Nov. 3: Syllabi and planning for instruction
- Week 10: Nov. 4 - Nov. 10 Overview of Curriculum and Selection of Content [Extra credit:] Learning Log X Due. (Special Topic: How has the U.S. Presidential Election affected you? Your thinking?)
- Week 11: Nov. 11- 17: COIL Paper work week.
ICU has a 'dead week' before their final exams. This week will be protected writing time.

Module 5: (Nov 17 – Dec 4)

Implementing, Evaluating and Improving Teaching & Learning

- Week 12: Nov. 17 – Nov. 23: Selecting Instructional Strategies for Active Learning
- Week 13: Nov. 24 – Nov. 30: Assessing and Evaluating Teaching and Learning.
MSU is closed November 26 - 27.
- Week 14: Dec. 1 - Dec. 7: Improving one's teaching: Professional Development of the Teacher
- Week 15: Dec. 8 – Dec. 11: Revisiting your commitments as an educator.
**Classes end 11 December.*
- Week 16: December 14 -18

Course structure

The course is organized into five modules or units that vary in length from one week to four weeks. Each module will consist of:

- An overview of the topic.
- Readings and other resources.
- Individual or group learning activities.
- Group activities and assignments.

Typically, in addition to the usual individual and group activities, exercises, and assignments, each module will involve the completion of a project or assignment. Modules will be opened at appropriate times as we move through the semester.

Note: there will be a seven-week collaborative module (Collaborative Online International Learning - COIL) in which you will be collaborating on a research project with Dr. Insung

Jung's EDUC301 students at International Christian University (Tokyo, Japan). More details about this project will be distributed separately.

Grading Policy

Individual grades will be determined by assessing students' performances on individual and group assignments, as well as their participation in chat rooms and the discussion board. The weighting of various assignments in the grading process appears above in the discussion of assignments. In the discussion forums, participants will be expected to be active and thoughtful participants. Grades will be based on a total of 100 points. The following scale will be used to award numerical grades. 1% = 1 point:

94 - 100: 4.0
 87 - 93: 3.5
 81 - 86.5: 3.0
 76 - 80.5: 2.5
 67 - 75.5: 2.0

Please note that, while the Global Curriculum Fellows will be supporting the course, they are NOT Graduate Assistants. Thus, they will be permitted to *read* your work, but they will not be *grading/evaluating/assessing* it. Your grade will be the sole determination of the course's instructor of record, Dr. Dirx.

Graded Expectations/Assignments

The links for the guidelines for written, graded assignments can be found on the homepage of EAD 866 SS20.

- **COIL Activities: 60%:**
 - Scholarly Identity Snapshot: 5%
 - Team Meetings (throughout collaboration): 5%
 - Methods Work (draft survey): 5%
 - Midpoint Check: 5%
 - Online Presentation: 10%
 - Research Paper: 20%
 - Participation in Learning Community: 10%
- **Scholarly Identity Paper (Scholarly Identity Snapshot Revision): 15%**
- **Learning Logs (5): 10%**
- **Syllabus Project: 10%**
- **Course Participation: 5%**

= 100% of overall course grade

Guidelines for Graded Assignments

Assignment 1: Scholarly Identity Snapshot (COIL Activity). (5%)*

Please create a brief (~500 words, if written) snapshot of your scholarly identity, your interests (practice, research, or theory), possible research trajectory, a reflection upon the values you bring into this class. This reflection will help us pair you into your groups with ICU students for the research project, which is at the heart of the COIL methodology in this class.

This can be in the form of a formal reflection essay, or in any other form you wish (video, podcast, visual/graphic, poetry). If you choose to create in a non-written format please see us for additional guidance. You will return to this assignment later in the semester in order to complete Assignment 4.

Due: 22 September 17:00 (EST).

*This is part of the COIL project which is 60% of the course grade.

Assignment 2: COIL Research Project. (60%)

Based on one or more of the change models learned in the class, ICU and MSU students will develop and conduct interviews or a survey to examine the beliefs, values, and assumptions that educators in Japan and the USA (or your home country) hold with regard to a certain technology, innovation or pedagogical approach.

Your team will collect and analyze interview/survey data, write findings and discussion, and make cross-case and cross-cultural comparisons. You will create with your research teammates, a publishable draft of a publication in a journal and recorded presentation. Please see the separate assignment document for more information about how this grade will be distributed.

Online Pre-Recorded Presentations Upload to D2L: 28 October - 3 November.

Paper Due to D2L: 17 November, 17:00 EST.

Assignment 3: Syllabus Project. (10 %)

Each student will develop or revise a course syllabus or workshop plan, based on their interests. Our work on instructional design will help prepare you for this assignment. In addition to the syllabus or workshop plan, you will be expected to write a short paper analyzing the rationale for your approach, based on the research and theory we studied on instructional design.

Due to D2L: 23 Nov. 17:00 EST.

Assignment 4: Learning Logs. (10 %)

This course uses a technique that we refer to as “learning logs.” You will be asked to submit a learning log entry of approximately 500 - 750 words every three weeks that looks back on the past three weeks of your experiences in this course. This activity is intended to help you integrate the content of what you are learning with your own life experiences and practice. For each entry, you will be asked to address the guiding questions and prompts provided for that entry.

There are a total of five learning log entries required for this assignment. They will consist of a series of questions that you will be asked to respond to and to post to your learning log. The learning log will be in the form of a dropbox, so that only you and your instructional staff will see your responses. You are invited, of course, to share your reflections with the broader community within the class through the discussion forums. But the learning log entries themselves will only be accessible to you and me.

The learning log entries will be graded on the basis of your commitment to the process of reflecting on what you are learning and how. You will be awarded three points for satisfactory completion of each module's learning log. Specifically, one point will be awarded for each of the following aspects of the learning log:

- Completely answering the questions
- Using material from required readings
- Drawing on personal, professional, and/or academic experiences

Partial credit may be awarded in one or more of these areas.

You will be expected to upload your learning log at the end of each module, so that we can review and respond, if appropriate, to your entries for that module. Please be sure that the learning log entry for each module is within a single electronic Word file that you can upload to the learning log dropbox for each module. I strongly recommend that you title each entry with the following information: Module number (e.g. Module 2); learning activity number (Learning activity 2.9), and the number of the specific questions within the learning log activity to which your entries are responding. The entry for each module's learning log entry should be limited to no more than 500 - 750 words.

Assignment 5: Scholarly Identity Paper (15%)

You will take the scholarly identity snapshot that you created at the beginning of the course and revise it, based on the learning experiences that you have had in this course - the EAD 866 course materials and activities, as well as those activities that are part of the COIL methodology..

You will then expand it and write a paper (approximately 1,500-2,000 words or so) in which you will consider how your scholarly identity, beliefs, commitments, or values have changed throughout the collaborative experience, or as a result of it. You will present the philosophical/theoretical ideas that shape your teaching. Your paper should reflect the reading, dialogue, and deep thinking in which you will be engaged as you participate in this course. You can also bring in additional readings (from Dr. Jung's syllabus, or external to both courses) in your theoretical framework.

Due to D2L: 17 December 17:00 EST.

Assignment 6: Participation in Course Activities (5%)

**Note: there are separate participation grades for COIL activities and course activities.*

Students are expected to be active participants in the discussion forums that will be part of each unit. Unless stated otherwise, students will be expected to post or to reply within each of the discussion forums used in each module. Active participation is defined as posting thoughtful comments, questions, and observations on the course readings and discussions, as well as through responses or replies that engage the contributions of others in a meaningful and thoughtful manner. In general, your posts should demonstrate synthesis of concepts from the required readings, application of course concepts to your own professional context, or constructive contribution to the broader.

Resources

The following texts are required for this course and are available through online vendors or the MSU library

- Ambrose, S. A., Bridges, M. W., Lovetts, M. C., DiPietro, M., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Brookfield, S. D. (2013). *Powerful techniques for teaching adults*: San Francisco: Jossey-Bass (Available online through MSU library).
- Svinicki, M., McKeachie, W., & Others. (2014 or latest edition). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers*. 14th Edition. Houghton Mifflin Company. ISBN 0618116494. Paperback.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (Second Edition). San Francisco: Jossey-Bass (Available online through MSU library).
- Schwartz, H. L. *Connected teaching: Relationship, power, and mattering in higher education*. Sterling, VA: Stylus.

Optional Resources

- Vella, J. (2002). *Learning to listen, learning to teach: The Power of Dialogue in Educating Adults* (Revised Edition). San Francisco: Jossey-Bass.

e-readings and digital resources

- Throughout the course, selective e-readings and other digital resources will be added to reading assignments, as they are appropriate within the context of the interests and goals of participants.

We will also make use of numerous additional readings and electronic resources from websites (e-readings). The [MSU Academic Advancement Network](#) (formerly known as the Office of Faculty and Organizational Development - FOD) has compiled an excellent resource list for university teachers, and many of the web-based readings that we will use can be found at that site.

Other Resources

Additionally, many other readings are available at the AAN website and we encourage you to visit it to consider many of the other resource it highlights. Many of these resources are applicable beyond faculty contexts. In addition, we encourage you to make use of relevant course resources on the websites of

- [ACE Engage](#) (An American Council on Education site)
- [ILGE](#) (The Institute for Innovative Global Education)
- [COIL](#) (Collaborative Online International Learning)
- [BEVI](#) (Beliefs, Events and Values Inventory)

Course Management System

This course is being conducted as a fully online course. There will be no required in-person meetings but there will be a few synchronous meetings using Zoom. As a fully on-line course, all course content will be on D2L but you will also be using a platform called [ImmerseU](#) for the COIL part of this course.

Communication Policy

If you email an instructor, you will generally receive a response within 24 hours, unless this email occurs over the weekend or a holiday. If we email you, we would like you to respond within 48 hours. If an “out of office assistant” or “vacation notification” email indicates that you are unavailable, we will certainly take that into consideration.

We certainly understand that, as students, life happens—it does for all of us. If you are having difficulty with the course or with the completion of assignments please email us right away, before things get out of hand.

All official course communication will be conducted via D2L email. Make sure you have your D2L email forwarding to your <http://mail.msu.edu> account or whatever account you are using on a daily basis, as this will ensure that you receive all class communication.

Submitting Assignments

All graded, written assignments will be turned in electronically through the Desire2Learn (D2L) website, using the drop box function. If you are not familiar with this function, you should review the material provided by the D2L @ MSU help team.

Grief Absence Policy

According to MSU policy the faculty and staff will be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g. research).

It is the responsibility of the student to: **a)** notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, **b)** provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty, and **c)** complete all missed work as determined in consultation with the advisor/major professor and faculty.

The advisor/major professor will **a)** determine with the student the expected period of absence - it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, **b)** receive verification of the authenticity of a grief absence request upon the student's return, and **c)** make reasonable accommodations so that the student is not penalized due to a verified grief absence. Students wanting to request a Grief Absence should complete the Grief Absence Request Form

Religious Holidays:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. If you miss class to observe a religious holiday, you are still responsible for completing all course assignments. As stated in MSU's Policy on Religious Observance, "it is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors."

Disruptive Behavior:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Special Accommodations

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (telephone: 353-9642; TTY: 355-1293; Email; Website).

Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (“Visa”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a refund and no grade reported is **28 September 2020**. The last day to drop this course with no refund and no grade reported is **21 October 2020**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes:

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Standards for Written Work

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. Your work should be carefully written, edited, and free of errors. Points will be deducted from work plagued by typos, missing words, and errors in spelling and/or grammar.

The citation format for this course will be APA. Please carefully adhere to APA guidelines for formatting, including in-text citations, a complete reference list when appropriate, and headings. In addition to the 7th edition of the APA manual available at the library, you may also reference Purdue University’s Online Writing Lab (OWL) web site.

If you struggle with writing or would like additional assistance, please make individual appointments with me. Please do not be embarrassed to ask for assistance! You may also visit the writing center in 300 Bessey Hall; or visit their website.

Make up Work

Please make every effort to avoid a scenario where you are submitting a late assignment. Assignments are due at the beginning of class. Unless there are extenuating circumstances and/or you received written approval ahead of time, .5 points (=0.5% of overall grade) will be deducted for each calendar day an assignment is late.

Grade Disputes:

We want everyone to do great in our courses! To help with this, we design rubrics for most of the assignments you will submit for a grade. We believe that rubrics are helpful for you as students and for us as instructors in making sure expectations are clear.

Please follow the rubrics when available!

While we want everyone to do great, there may be time you might not be excited with the grade you earned. If you are unhappy with your grade, we are more than willing to discuss your work in an effort to improve future assignments. If you do have an official grade dispute, please submit it to me in writing (via email) prior to scheduling an in-person meeting to discuss the issue.

Academic Honesty

Article 2.3.3 of the Academic Freedom Report states, "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site). Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course.

Therefore, unless we make arrangements together, you are expected to complete all course assignments, including homework, writing assignments, and reading quizzes without assistance from any source. That is, you are expected to develop original work for this course; you may not submit course work you completed for another course to satisfy the requirements for this course. Also, please do not use these types of websites to complete any work in this course. They are not going to help you learn. Please contact us if you are unsure about the appropriateness of your coursework. If you are feeling overwhelmed by deadlines, please reach out to the instructional staff as early as possible so we can figure out a solution.

Also, the Purdue OWL website can provide some tips on how to avoid plagiarism and to appropriately cite in your papers using APA style.

For more details about MSU policies see [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: www.msu.edu.

Confidentiality and Mandatory Reporting of Sexual Misconduct

MSU is committed to fostering a safe and productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage

students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. As an instructor, one of our responsibilities is to help create a safe learning environment on our campus. It is our goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one- on-one meetings.

In most cases, we will keep information you share in essays, reflections, and other materials submitted for this class private and confidential. However, we have a mandatory reporting responsibility related to our roles as instructor, which imposes limits to the confidentiality we can extend to students. If, in our capacity as an instructor, we hear from a student that they experienced any form of sexual misconduct, the endangerment of a child, or harm to oneself or others, either on or off campus, during their tenure here at MSU, irrespective of who was involved in the incident(s), we have to inform the Office of Institutional Equity (OIE) as well as the MSU Police Department. The reason we do this is to ensure that you get all the support and information you need to make an informed decision on whether or not you would like to take further steps. This may prompt contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. Further information and frequently asked questions about the RVSM policy can be found [here](#).

If you would like to talk about these events in a completely confidential setting, you are encouraged to make an appointment with the MSU Counseling Center (517-355-2870) or the MSU Sexual Assault Program (517-355-3551), call the 24-hour crisis line (517-372-6666), and for support services/shelter for relationship violence and stalking, MSU Safe Place (517-355-1100). More information can be found at [this website](#) and [this website](#). All of these professionals and advocates can help a student without having to report information pertaining to sexual misconduct or relationship violence that students share to any university or law enforcement units. On the other hand, if you would like to report any sexual misconduct in a non-confidential manner, you may call the Office for Institutional Equity (OIE) at 517-353-3922 or the MSU law enforcement (Police) at 517-355-2221.

Correct Pronoun Usage

This course affirms people of all gender expressions and gender identities. we will gladly honor your request to address you by an alternate name and/or gender pronoun--that is, something other than what is listed on our official class list. Please advise us of this request at any time during the semester so that we may make appropriate changes to our records, as class rosters are provided with each student's legal name unless it has been changed through the Registrar's Office. If you would like additional assistance regarding communication about your name and pronouns, please contact the LGBT Resource Center at lbgtrc@msu.edu. You can learn more about pronoun use at [this website](#).

Selected Listing of Publications Related to Higher, Adult, and Lifelong Education

Selected Listing of Journals

- Adult Education Quarterly
- Adult Basic Education: An International Journal for Adult Literacy Educators
- Adult Learning
- Change
- College Teaching
- Community College Journal
- Community, Technical, and Junior College Journal
- Community Education Journal
- Convergence
- Human Resources Development Quarterly
- International Journal of Lifelong Education
- Innovative Higher Education
- Journal of Higher Education
- New Directions for Adult and Continuing Education (Monograph series)
- New Directions for Teaching and Learning in Higher Education
- Review of Higher Education
- Studies in Continuing Education (Australia)
- Studies in the Education of Adults (U.K.)
- The Canadian Journal for the Studies of Adult Education
- The Journal of Staff Development
- Training and Development Journal

In addition, there are numerous other educational journals not specifically related to adult or higher education which are also valuable sources of research and theory (e.g., Harvard Educational Review, Teachers College Record, Educational Researcher, American Educational Research Journal, Curriculum Inquiry, Phi Delta Kappan, etc.)

Conference Proceedings

North American conferences in adult education, human resources development, and international transformative learning conference routinely publish proceedings from their conferences which are also available as resources for current research articles:

- Academy of Human Resource Development <http://www.ahrd.org/>
- Adult Education Research Conference www.adulterc.org
- Canadian Adult Education Research Association