

Sabrina A. La Velle
Course Outline

STELLAR GRACE COLLEGE

ABE 210 COURSE OUTLINE PROPOSAL

Submitted To: Stellar Grace College Curriculum Committee

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Course Origin: ABE 210 is an original course for Arizona. Other states have whole degree programs associated with this subject. This will be a single overview course that follows the information and methods that other states use throughout their programs, emphasizing teaching remedial subjects to adults.

Department: Education

Subject Area: Adult Education

Course Number: ABE 210

Course Title: Adult Basic Education Teaching Methods

Credit Hrs: 3

Course Format: 8-week

Catalog/Course Description: Methods used to facilitate adult learning, participation, and retention of information, focusing on those skills used to teach literacy and mathematical skills to adults functioning below the 8th-grade level.

Course Target Audience: Teachers who intend to teach remedial adults subject, e.g., those aiming to obtain their AZ ABE teaching credential or those who already have their ABE teaching credential and wish to improve their skills or gain Continuing Education Units

Prerequisites: N/A

Co-requisites: N/A

Curricular Emphasis: May be used as an Elective in the Education Major or as a Continuing Education Unit post-degree to keep up a teaching certificate

Lecture/Lab Hour Breakdown: 48 Lecture hours

Semesters to be Offered: Spring and Fall

Grading Options: Traditional Letter grade

Required Textbook:

La Velle, S. A. Remedial Teaching Andragogy. 1st Edition. Pearson, 2025.

Wlodkowski, R. J. Ginsberg, M. Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults, 3rd Edition. John Wiley & Sons, Inc., 2008

Instructional Method: Sequence of reading and pre-planned observations in ABE classrooms followed by class lectures with videos and whole-class discussion on the readings and observations. A series of reflective writing and small projects/presentations.

Course Goals:

- Become familiar with the essential components of adult education: techniques, tools, and processes for teaching and facilitating adults
- Discover optimal methods of delivering remedial material to adult learners
- Analyze and evaluate methods of instruction and how to assess student progress in adult education programs
- Understand how to create an effective learning environment that is inclusive, challenging, and diversified

Course Outcomes:

After completing the course, students will be able to:

- Become a better practitioner of adult teaching and learning
- Describe and evaluate different concepts of adult learning
- Identify and articulate what makes an effective adult learning facilitator
- Compare and contrast best methods for teaching children vs. teaching adults
- Create effective assessments
- Develop a teaching style and plan
- Create a lesson plan and teach a mock lesson to classmates

Course Content/Topics:

1. History of Adult Education
2. Pedagogy vs. Andragogy – an overview
3. Classroom environment – Creating a respectful and inclusive environment
4. Understanding learning motivation in adults
5. Using your students' life experience to create engagement
6. Adjusting your curriculum to be goal-oriented and relevant to the learners
7. Adult participation trends and current issues, including the use of technology in the classroom
8. Finding the sweet spot – Zone of proximal development
9. Literacy and numeracy instruction for adult learners functioning below the 8th-grade equivalency level

10. Student assessment - Formal, informal, and what to do with the information
11. Creating an education program that works for you and your students

Rationale for Course:

Arizona is in desperate need of a class that teaches instructors of adults how to teach adults effectively. The Arizona Department of Education has an Adult Education Certification, which only requires (according to its website): a fingerprint clearance card, a background check, and “A Bachelor’s or more advanced degree from an accredited college or university.” This allows people with no training in educational methods to teach, allowing inferior teaching methods to abound when they are needed the most. Some states, such as Alaska and California, are similar to Arizona in that no formal teaching courses are required to be an adult educator, and other states such as Arkansas, Colorado, and Minnesota, among others, require a certification program taking anywhere from 3 to 10 classes. Allowing teachers to take one class instead of enrolling in a degree program would encourage many certification holders and prospective teachers to take the class, thus improving their skills as instructors. Many of the current certification holders attempt to use pedagogical instruction methods to teach adult learners, which according to Pew (2007), can be detrimental to student motivation. In Varner’s (2018) study, the participants described their remedial math course experiences as mostly passive where teachers were “...solving problems on the board for them, followed by practicing problems in which they mimicked teacher procedures.” Instructors need to learn engagement techniques for their students because “Students who are actively engaged in the learning process have a greater likelihood of success in the classroom and continue to remain at the institution” (Okimoto & Heck, 2015, p. 645). ABE 210 will help instructors improve student engagement and retention, which will, in turn, help students to continue their education. Knowles (1980) states that an instructor of adults should be a learning facilitator “...rather than a transmitter of knowledge and evaluator.” Adults want to know why they are being taught what they are being taught. Varner’s (2018) review of studies on remedial mathematics courses found that most institutions were not utilizing this strategy. Her research also recommended integrating teaching: metacognition,

strategies for self-regulation, and community building as part of the core curriculum, which she found was not being done.

Teachers who complete ABE 210 will learn techniques that will promote student engagement and utilize the methods and theories set out by Knowles andragogic model tested and reaffirmed countless times, improving student engagement and retention.

Summary/Conclusion: Arizona needs ABE 210 to be made available to increase adult educators' effectiveness and student engagement and retention.

References

Knowles, M. S. (1980). *The modern practice of adult education; andragogy versus pedagogy*. New York, NY: Cambridge, The Adult Education Company.

Andragogy and Pedagogy as Foundational Theory
for Student Motivation in Higher Education

Okimoto, H., & Heck, R.. (2015). Examining the impact of redesigned developmental math courses in community colleges. *Community College Journal of Research and Practice*, 39(7), 633–646.

Pew, Stephen. (2007). *Andragogy and Pedagogy as Foundational Theory for Student Motivation in Higher Education*. In *Sight: A Journal of Scholarly Teaching*. 2.

Varner, Janet Wood, "Remedial Mathematics Students Entering Community College: A Phenomenological Study Designed to Discover Shared Learning Characteristics and Needs" (2018). Ed.D. Dissertations. 173. <https://commons.cu-portland.edu/edudissertations/173>