

**ED 6146 – Methods and Strategies for Facilitating Adult Education (3ch)**  
**Winter 2020 (January 6 – April 6, 2020) | Face to Face / Zoom**  
**Mondays 5:00 – 7:50 pm**  
**Faculty of Education, University of New Brunswick**

***Territorial Acknowledgement:***

We recognize and respectfully acknowledge that all UNB course interactions take place on the unsundered and unceded traditional lands of Wolastoqiyik (Maliseet). This territory is covered by the Treaties of Peace and Friendship which the Wolastoqiyik (Maliseet), Mi'kmaq and Passamaquoddy peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Wolastoqey (Maliseet), Mi'kmaq and Passamaquoddy title and established the rules for what was to be an ongoing relationship between nations.

**Instructor:** Kendra Haines

**Office:** 228 Marshall d'Avray Hall / Virtual Office

**Office Hours:** By Appointment

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## **COURSE DESCRIPTION**

This course examines methods and strategies to facilitate effective adult education programs. We will examine strategies and techniques for facilitating the learning of adults as individuals or in small or large groups. We will reflect on the complex task of planning instruction and the benefit of systematic planning for adult educators while keeping what we know about how adults learn. Each participant will inquire into, plan for, and demonstrate one method, strategy or technique, with other class members serving as the learning group.

## **COURSE OBJECTIVES**

- Understand theoretical frameworks for teaching and learning
- Describe and evaluate selected teaching techniques and methods
- Discuss the application of adult learning principles to instructional techniques
- Identify, analyze, and reflect on key questions and issues relating to teaching adults
- Appreciate different teaching approaches and their application for adult education settings
- Identify strategies for assessing and giving feedback to students
- Develop and plan an instructional session or workshop
- Participate in the presentation of a selected method, strategy or technique
- Reflect on the method used to facilitate learning during the course and report on personal insights

## REQUIRED READING

We will have one main textbook for this course. It is available from the university bookstore, amazon and the UNB library as an e-book.

Rogers, A. & Horrocks, N. (2010). *Teaching Adults*. (4th Ed.). New York: McGraw Hill.

<https://unb.on.worldcat.org/oclc/680623927>

## OPTIONAL TEXTS (For your interest)

Bélanger, P. (2011). *Theories in adult learning and education*. Barbara Budrich Publishers: Leverkusen Opladen, Germany <https://shop.budrich-academic.de/wp-content/uploads/2015/10/9783866496828.pdf?v=3e8d115eb4b3> [CC-A-NC-ND 3.0]

Brookfield, S. (2013). *Powerful techniques for teaching adults* (The jossey-bass higher and adult education series). San Francisco, CA: Jossey-Bass, a Wiley Imprint. (2013) <https://unb.on.worldcat.org/oclc/826017785>

Corder, Nicholas. *Learning to Teach Adults : An Introduction*, Taylor & Francis Group, 2003. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/unb/detail.action?docID=180775>.

Davis, B. (2009). *Tools for teaching* (Second ed., The jossey-bass higher and adult education series). San Francisco, CA: Jossey-Bass. <https://unb.on.worldcat.org/oclc/236326177>

Rogers, A. (2003). What is the difference? A new critique of adult learning and teaching. NIACE: Leicester [https://www.learningandwork.org.uk/sites/niace\\_en/files/resources/WhatIsTheDifference.pdf](https://www.learningandwork.org.uk/sites/niace_en/files/resources/WhatIsTheDifference.pdf)

Rogers, J. (2007). *Adults learning* (5th ed.) [5th ed.]. Maidenhead: Open University Press. (2007). <https://unb.on.worldcat.org/oclc/245118257>

## COURSE GUIDELINES

Along with the general University ([School of Graduate Studies](#)) and Departmental regulations ([Graduate Student's Handbook](#)) regarding your participation in this course (plagiarism, attendance, etc.) I would like to provide a few guidelines for us to keep in mind as we progress through the course.

### *Accessing the Course*

This course is delivered using distance technologies – Zoom and D2L. Students within a 100km radius of UNB Fredericton are expected to attend class on campus Tuesdays 5:00-7:50pm for the duration of the course. Should you need to log in via Zoom due to extenuating circumstances (ie: required to remain on base, travelling for work, weather related issues...) please let me know so we can make arrangements. There may be times where the course will be shifted entirely online to D2L as a discussion-based week. Should this be the case, I will email everyone the Saturday before. You are more than welcome to bring your children with you to class.

### ***Respecting our fellow learners:***

We are a diverse group of learners and we each bring our own knowledge and experience to the class. I hope that we can create a dynamic and supportive learning environment. To that end, I would ask that we treat each other with respect in our interactions. We all have something to contribute. I encourage reflective practice for this course and encourage you to bring your experiences to the discussions. However, while sharing your experience is welcome, please try to avoid making the discussions overly personal. *Note that reflection is more about how something makes you think rather than how something makes you feel.*

- You do not need to share anything about yourself that you do not wish to. No one is to pressure others to share private information.
- Please ensure that what you are sharing is relevant to the topic.
- Anything shared during this course is **confidential** and must not be shared with persons who are not members of the class.

### ***Discussion etiquette***

Please be respectful of your fellow students when they are speaking. Try to ensure that you allow opportunities for others to speak in class as well. Analyzing, critiquing and defending arguments are important elements of the learning process. Please try to ensure that your comments and critiques are constructive in nature. Learning to offer and receive constructive criticism will help you to refine and improve your work.

### ***Language***

All language for this course must be non-racist, non-sexist, non-homophobic. How a paper is written and what it says are not separate issues, but rather components of the whole project and are evaluated accordingly.

This classroom will be conducted in a way that values mutual respect. I encourage your active participation and welcome respectful discourse and reasoned debate. It is important to refrain from language and conduct that demonstrates a lack of respect for anyone's race, class, gender identity or expression, sexuality, culture, beliefs or abilities.

### ***Pronouns***

Please share with me if you would like to use a preferred name other than what is on the class roster, and/or preferred gender pronouns.

### ***My participation***

You will learn that adult education theorists believe the role of an adult educator is to facilitate learning and to encourage and support a transformative learning environment that incorporates experiential learning. It is also a hallmark of adult education that we model our practice. Thus, our classes will be seminar style, grounded in and modelled on these principles of adult education.

So, while I am happy to propose topics for discussion and while we do have to stay relatively focused on the broad topic of the course, I would encourage you to consider the issues raised in each reading and think about what questions may arise for you from those readings or how any given issue may relate to your experience and be prepared to share your thoughts and ideas with the class each week. In good adult education fashion, we will learn from each other as well as from materials and resources.

## Office hours

The best means of contacting me is through email at [khaines@unb.ca](mailto:khaines@unb.ca). I do not have office hours, per se. If you want to meet with me I am happy to do so either in person or via skype/zoom at a time that is suitable to both of us. I will respond to regular emails and course inquiries regularly. If I do not respond to you at the end of two business days, **please contact me again**. Also, please do not email me through the D2L system but directly from either your UNB or personal accounts.

These are the initial guidelines that I propose for this course. I will monitor 'the workings' of these guidelines as we progress through the course and will be amenable to adding or changing them if we feel such changes are necessary to facilitate our learning.

## PLAGIARISM AND ACADEMIC OFFENCES

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism as well as cheating and other academic offences. Plagiarism includes:

1. Quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. Adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgment;
3. Submitting someone else's work, in whatever form, without acknowledgment;
4. Knowingly representing as one's own work any idea of another.

Examples of other academic offences include:

1. Cheating on exams, tests, assignments or reports;
2. Impersonating somebody at a test or exam;
3. Obtaining an exam, test or other course materials through theft, bribery, collusion, purchase or other improper manner;
4. Submitting coursework that is identical or substantially similar to work that has been submitted for another course;
5. And more as set out in the academic regulations of the School of Graduate Studies Calendars.

Penalties for plagiarism and other offences range from a minimum of F (zero) in the assignment, exam or test to suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, see the UNB plagiarism policy at: <http://nocheating.unb.ca>

## ACADEMIC AND TECHNICAL SUPPORT FOR STUDENTS

In the field of education, we use the APA 7<sup>th</sup> Edition (American Psychological Association) Style Guide for referencing and citations, and I would highly recommend you have a look at the APA resources available

**Purdue University's OWL (Online Writing Lab)** site here:

<http://owl.english.purdue.edu/owl/resource/560/01/>

**UNB's APA 7<sup>th</sup> Guidelines Style Reference**

<https://www.unb.ca/fredericton/studentservices/academics/writing-centre/writing-answers.html>

As well as information on how to cite materials for an academic paper, the full APA guide provides information for all elements of academic writing from the purpose of an introductory paragraph to how to craft a sentence. Academic writing is an important part of your academic work so I recommend that you give some thought and some time to these resources. Like many things, writing is a skill that can be learned and bettered with practice. I am happy to help you with that.

### ***Services for Students with Disabilities***

If you are a student with a disability of any type (physical, mental, learning, medical, chronic health, sensory; visible or invisible) you are strongly encouraged to register with the UNBF Student Accessibility Centre (SAC) so that you may receive appropriate services and accommodations. Once you are registered with SAC, I will be notified via the UNBF SAC Accommodation Letter of your specific accommodations. If you would like to discuss your particular needs with me, please book a time for a confidential appointment.

<http://www.unb.ca/fredericton/studentservices/academics/accessibility/>

### ***Class Recording and Copyright***

Anyone who wishes to video or audio record lecture presentations, or distribute course notes or other similar materials provided by instructors must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited and subject to academic penalties (see Academic Offences below). In the case of private use by students with documented disabilities, the instructor's consent will not be unreasonably withheld.

### ***Writing and Study Skills Support***

UNB's Student Affairs and Services provides many coaching and mentoring services to assist with writing papers, effective study methods, and other skills development related to student success:

<http://www.unb.ca/fredericton/studentservices/academics/index.html>

### ***Technical Support***

Information Technology Services (ITS) Help Desk: 457-2222, [its servicedesk@unb.ca](mailto:its servicedesk@unb.ca) at the Harriet Irving Library Learning Commons. <http://www.unb.ca/its/get-it-help.html>

### ***Library Support***

The [Harriet Irving Library](#) (HIL) is the main library on campus that is accessible to students both on and off campus (eBooks, eJournals, other electronic resources). To access the library holdings, you will need to use your UNB user account. This is where you will also be accessing course readings and resources. Distance Education students living in Canada are eligible for delivery of books from the UNB collection to their home

address free of charge. For more information, please visit the [Distance Education Library Service](#) page. To use this service, you will need to have your library bar code that is found on your student ID.

The library has several subject and course guides available to students based on their area of study. They maintain a subject guide page for [adult education students](#) that contains links to the most commonly accessed library resources, as well as resource videos to help you navigate the [library system](#). You also have access to our education research librarian Marc Bragdon ([mbragdon@unb.ca](mailto:mbragdon@unb.ca)). Please don't hesitate to contact him when you are researching for your assignments. He is available to help you through the process.

The [library research desk](#), located in the library commons, can help you to develop your research strategy for any paper you may be writing. You can visit them in person, or give them a call at (506) 453-3546 or email: [askus@unb.ca](mailto:askus@unb.ca).

## ASSIGNMENTS

Task 1: Reflective Learning Paper (February 14) [25%]

Task 2: Prepare and Present a teaching method, strategy, or technique (various dates) [25%]

Task 3: Teaching Philosophy (March 9) [25%]

Task 4: Reflective Assessment of Learning (April 9) [25%]

More details on assignments are included at the end of the syllabus.

### ***Written Assignment Format***

- Double-space all academically written papers (Philosophy, Research Paper)
- Follow the APA Manual, 7<sup>th</sup> Edition for style and citation guides
- Use inclusive language in your writing (non-gendered, non-homophobic)
- It is acceptable to use first person pronouns. It is your work and you can use the first person "I" to say what you think
- Proofread all of your work. Pay attention to grammar and spelling errors and crafting clear sentences
- Use 1-inch margins, Papers should be left justified only
- Please use a standard font (Times New Roman, Arial or equivalent to a 12-point font)
- Minimize your use of block quotations
- Quotations should support your point rather than make it
- Articles should be from scholarly journals and you should minimize your use of online websites.

### **Late Assignments**

Late assignments will be docked 3% per day unless previous arrangement has been made with the instructor. You may be asked to provide doctors notes for illness or proof of exceptional circumstances.

### **Extensions**

Please note, extensions will not be granted due to vacation travel. Extensions of up to five days may be granted for medical issues that impact your ability to complete course work; being on active deployment; family emergencies; work emergencies; just needing more time (we are all adults after all). If you are seeking an extension, please contact me 72 hours before the due date.

## COURSE SCHEDULE

### **Monday January 6, 2020**      **Week 1: Introduction and What are Methods and Strategies?**

Warm ups and Welcome / Course overview / Syllabus review

### **Monday January 13, 2020**      **Week 2: The Context of Teaching Adults and Learning Contracts**

#### **Reading:**

Rogers, A. & Horrocks, N. (2010). Teaching Adults. (4th Ed.). New York: McGraw Hill.

- Chapter 1: Teaching Adults Today – the Context
- Chapter 2: A Contract to Learn

### **Monday January 20, 2020**      **Week 3: Perceptions and Adult Learners**

#### **Reading:**

Rogers, A. & Horrocks, N. (2010). Teaching Adults. (4th Ed.). New York: McGraw Hill.

- Chapter 3: Perceptions of Adult Education
- Chapter 4: Adult Students
- Chapter 5: The Nature of Learning

### **Monday January 27, 2020**      **Week 4: Setting goals and Meeting Objectives**

#### **Reading:**

Rogers, A. & Horrocks, N. (2010). Teaching Adults. (4th Ed.). New York: McGraw Hill.

- Chapter 6: From Teaching to Learning
- Chapter 7: Aims, Goals and Objectives

### **Monday February 3, 2020**      **Week 5: Teachers and Learners**

#### **Reading:**

Rogers, A. & Horrocks, N. (2010). Teaching Adults. (4th Ed.). New York: McGraw Hill.

- Chapter 8: The Adult Learning Group
- Chapter 9: Roles and the Teacher

### **Monday February 10, 2020**      **Week 6: Content , Methods and Blocks to Learning**

#### **Reading:**

Rogers, A. & Horrocks, N. (2010). Teaching Adults. (4th Ed.). New York: McGraw Hill.

- Chapter 10: Teaching: Content and Methods
- Chapter 11: Blocks to Learning

**Task 1: Reflective Learning Assignment Due February 14, 2020**

### **Monday February 17, 2020 – No Class – Provincial Holiday**

### **Monday February 24, 2020**      **Week 7: Evaluating and Participating**

#### **Reading:**

Rogers, A. & Horrocks, N. (2010). Teaching Adults. (4th Ed.). New York: McGraw Hill.

- Chapter 12: Evaluation
- Chapter 13: Participation

Monday March 2, 2020 – No Class – March Break

Monday March 9, 2020 Week 8: Presentations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Task 3: Teaching Philosophy Due March 9, 2020

Monday March 16, 2020 Week 9: Presentations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Monday March 23, 2020 Week 10: Presentations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Monday March 30, 2020 Week 11: Presentations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Monday April 6, 2020 Week 12: Presentations and Wrap Up

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Task 4: Reflective Assessment of Learning (25%) Due April 9

## GRADING RUBRIC

**A: Excellent performance:** Demonstrates a comprehensive understanding of a wide range of issues related to the topic under consideration. Arguments are clearly informed by thoughtful reflection on relevant research and professional literature. Drawing on work from class and readings, appropriate illustrations and examples are used to illustrate and support the points made. Shows thoughtful attention to appropriate details and is able to communicate an awareness of uncertainties and contradictions in the field. The product is professionally written and/or presented.

<b>Letter Grade</b>	<b>Percentage Equivalent</b>
A+	95-100
A	90-94
A-	85-89

**B: Good Performance:** Demonstrates a solid understanding of a wide range of issues. The discussion of topics is articulate showing a strong appreciation of trends and issues. Points are illustrated and supported with appropriate examples from class and readings. May tend to emphasize general points without specific attention to detail and one right answer rather than an appreciation of uncertainties and contradictions in the field. The product is professionally written and/or presented.

<b>Letter Grade</b>	<b>Percentage Equivalent</b>
B+	80-84
B	75-79
B-	70-74

**C: Satisfactory Performance:** Demonstrates some understanding (perhaps somewhat incomplete or superficial) of a range of issues. Points are illustrated and supported with examples from class and readings. Evidence of limited understanding of uncertainties and contradictions in the field. The quality of the work is inconsistent and the product contains some grammatical and structural problems.

<b>Letter Grade</b>	<b>Percentage Equivalent</b>
C	60-69

**D: Less than Satisfactory Performance:** Demonstrates only a limited awareness of many issues related to the field. May use appropriate terminology but does not provide adequate illustration and support from class work and readings. There is no demonstrable sense of the range of issues in the field. The work is not professionally written and/or presented.

<b>Letter Grade</b>	<b>Percentage Equivalent</b>
D	50-59

**F: Failure:** Demonstrates considerable lack of awareness of a range of issues related to policy and practice. There are severe misconceptions of key ideas. There is the appearance of a general lack of preparation. The work is not professionally written and/or presented.

## Task 1: Reflective Learning Assignment - Due February 14, 2020 [25%]

1. Take time to think back over the course to date. Review your notes. Make some brief notes to yourself about specific course activities and how you felt and what you thought during each, the ideas that occurred to you during the activity, those aspects of the activity that surprised or interested you and/or turned you off.
2. Next consider yourself as an adult learner. Make some brief notes about those aspects of a learning experience (any learning experience) that make it easier for you to learner or those which make it harder. Pay particular attention to what others do (e.g. other learners or the facilitator) to make your learning easier or harder.
3. Look over these two sets of notes and try to identify any connections between them. The connections can be anything – use your own imagination. For example, Ask yourself how the things that interested you from (from list #1) are connected to things that make it easier for you to learn (from list #2); or how things that turned you off (from list #1 are connected to things that make it harder for you to learn (from list #2).
4. Describe your connections as “learning principles.” A learning principle is a description of the ways adults (e.g. you) learn and the conditions under which they learn that can be generalized to other adult learners. Make some notes about how the learning principles you have described relate to one or more learning or facilitation principles that we have talked about from the readings.
5. Write a short (No more than 5 pages, typed, double-spaced) description of your connections and learning principles(s).

**Please note this assignment is not meant to be a critique of the course design or instruction but an analysis of your own learning from the discussions and readings.**

## **Task 2: Method Strategy or Technique Demonstration (25%) Due Various Dates (March 9 – April 6 )**

Prepare and present a 30-45 minute class session using a selected method, strategy or technique. This presentation is to include:

- Preparing and distributing a handout for class members, covering essential information about the method and providing suitable references. No longer than 1-2 pages double-spaced typed; You may consider a two-page tri-fold brochure.
- 30-45 minute demonstration of the method using appropriate context.

Each presentation will be followed by a short discussion of the method and an opportunity to provide feedback to the presenter.

This assignment will not be graded unless you make special arrangements. If you wish to have your presentation assessed for your course mark, you must be prepared to speak to me before the presentation and what aspect of the presentation you want to be assessed on, the criteria to be used to do this assessment and the % of the mark to be assigned to your presentation.

We will discuss various methods, strategies and techniques in the first class. In the second we will come to a group decision about who will use what method for presentation. We will devote some class time in the third and fourth class session to planning these presentations.

As a group we will decide how we will provide feedback for each presentation and the aspects of the presentations on which we will focus.

### Task 3: Teaching Philosophy - Due March 9, 2020 [25%]

*Learning to teach - like teaching itself- is always the process of becoming; a time of formation and transformation, of scrutiny into what one is doing, and who one can become (Britzman, 1993, p. 113).*

Writing a clear and succinct personal philosophy for teaching is one of the most difficult tasks a student can undertake. It asks you to look reflectively and critically at your teaching practice and to articulate the kind of teacher you would like to become.

This assignment is designed to help you think through and make sense of your teaching practice in relationship to your previous experience as well as in relation to your upcoming teaching experiences. In developing a teaching philosophy statement, the main question to be answered is: "Why do I teach?" Part of the larger picture of "why" includes answering a series of "what" questions.

1. What motivates me to learn? Is this consistent with what motivates my students to learn? How they prefer to learn?
2. What are the opportunities and constraints under which I learn? Others learn?
3. What do I expect to be the outcomes of my teaching?
4. What is the student-teacher relationship I strive to achieve?
5. What habits, attitudes, or methods mark my most successful teaching achievements?
6. What values do I impart to my students?
7. What code of ethics guide me?
8. What themes pervade my teaching?
9. What do educators do to get better at what they do?
10. What makes a successful educator?
11. What can I do to apply adult learning principles to my teaching?

#### *Teaching goals and strategies*

After reflecting on your teaching role, you will wish to examine how it is put into practice. For example: how does learning occur with your students and which actions do you take to facilitate the process? How does your teaching help students to master concepts and promote understanding for yourself of theory and practice? You are expected to reflect critically on your role as a teacher and what it means and then discuss what you have learned from any experience teaching you have both in terms of yourself, as well as the tensions of teaching. What aspects of your current practice will influence your future teaching and your future learning about teaching? What questions and dilemmas remain? If you do not have direct teaching experience reflect on the type of educator you imagine you will be.

**Your teaching philosophy should be no more than 6-7 pages.**

**USE THE COURSE MATERIAL**

Other resources will be posted online in D2L to help guide you in this process

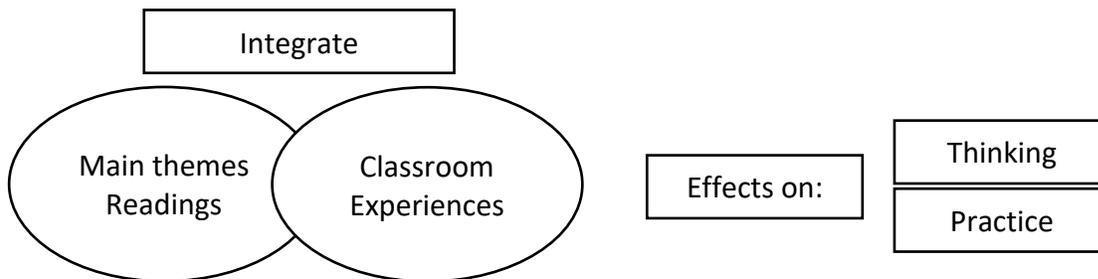
## Task 4: Reflective Assessment of Learning (25%) Due April 9

What is reflective writing? Reflective *writing* is evidence of reflective *thinking*. In an academic context, reflective thinking usually involves:

1. Looking back at something (often an event, i.e. something that happened, but it could also be an idea or object).
2. Analysing the event or idea (thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject).
3. Thinking carefully about what the event or idea means for you and your ongoing progress as a learner and/or practising professional.

Reflective writing is thus more personal than other kinds of academic writing. We all think reflectively in everyday life, of course, but perhaps not to the same depth as that expected in good reflective writing at university level.

A reflection paper is not a summary of the course readings or a stream of conscious mind dump on paper.



As the diagram suggests, a reflection paper is your identification of the main themes of the readings integrated with your classroom experience and how both affect your thinking and practice.

- A reflection paper is your chance to add your thoughts and analysis to what you have read and experienced.
- A reflection paper is meant to illustrate your understanding of the material and how it affects your ideas and possible practice in future.
- Begin by jotting down some of the reading material and class experiences that stand out in your mind. Decide why they stand out to you.
- It may be helpful to use the restorative questions to generate some of your thoughts and feelings about the course experience.
- Using the first person singular ("I"), relate the readings and classes to your previous knowledge and experience.
- Consider if and how what you have read and learned changes your thinking and might affect your practice in both personal and professional situations.
- Review the readings and class notes to be sure you've included all the relevant information you can and made all the connections you can.
- Give your reflection paper structure with an opening paragraph, main body, and conclusion

It may be helpful to write the body of the paper first by using Steps 4-7, and then decide what your opening paragraph should say. The opening paragraph may be brief, only a sentence or two, but it should offer some overall statement of your perspective based on what you've learned. Then you could go on to describe which readings or class experiences affected your thinking and why. You could disagree with some of the readings or ideas. The conclusion of your reflection may also be brief or it could be uncertain.

Please note this assignment is not meant to be a critique of the course design or instruction but an analysis of your own learning from the discussions, readings and presentations.

You may choose to work on this assignment weekly as a "blog" style reflection.

Further details on how to frame a critical reflection can be found in D2L

**Your Reflective Assessment of your learning in the course should be no more than 6-7 pages typed double spaced.**

Additional resources on how to write a reflective paper will be posted in D2L