

Note Header information needed:
Name, Course #, Assignment, pg #s

Course #, Core#, Assignment #
(30-Day= 2.1, 60-Day=2.2, etc.)

Export your bibliography twice:
1st is your outline to put your
NOTES under each new Source.
2nd goes at the end for an overview
list of all the sources read.

Sample Developmental Readings Log Excerpt

Burns, R. (2002). *The adult learner at work: The challenges of lifelong education in the new millennium*. Allen & Unwin, N.S.W. Publication.

- 1. **Quote/Paraphrase:** Pedagogy and andragogy are not mutually exclusive since a learner might prefer and require different types of learning events, processes and methods at different times (p. 151).

(Page #s)

Analysis (Additive/Variant): This is additive to my knowledge of adult learning and agrees with my worldview. God created people with unique gifts, design, and learning styles. Plus pedagogy style is needed initially with adult learners in a new subject area until they are given information to relate to their experience; otherwise they may just discuss out of ignorance of a topic.

Paraphrase author's idea- do not just cut & paste from a digital source or Amazon "Publisher Blurbs" or "Look Inside" You can also include a "direct quote in quotation marks." It helps to include the page #.

Contextualization: This helps me relax in my teaching because I can feel the freedom to adapt my style to the needs of those I am teaching.

- 2. **Quote/Paraphrase:** Adults need to know why they are required to learn something before being motivated to learn it. Adults will invest much energy in probing the benefits of studying a topic and then do it wholeheartedly if they see the relevance and relatively immediate utility of what they are doing (p. 158).

Analysis (Additive/Variant): (deleted from example)
Contextualization: (deleted from example)

Brewster, A. N. (2013). Self-directed learning, always? *Journal of Adult Education* Vol.

23(no.2): 38-51.

Include journals as well as books. Journal articles should not be too old, unless they are seminal, important articles. Early in the program seminal works lay a foundation. As you progress, move more current and use more journals and/or dissertations.

Source referenced in APA format, book ex.: Author Last Name, First name Initials. (Year). Title (*Italics*, CAPS for 1st word, & proper nouns), Publisher, Place.

Analyze the reading as additive or variant to show faith-learning integration and c...aking.

Contextualization is where you brainstorm ways to apply new knowledge to your life & work.

Each additive or variant idea gained is numbered until you end up with at least 25 entries from at least five sources (i.e. books and journals).

3. *Quote/Paraphrase:* There is a tendency to assume that all adult learning should be self-directed. There are individual differences in learning, in knowing how to learn, in motivation, in need for support and in type of content or purpose of study. An effective teacher must be able to select appropriate learning experiences/activities in relation to the group, the individual and content (p. 41).

Analysis (Additive/Variant): (deleted from example)

Contextualization: (deleted from example)

4. *Quote/Paraphrase:* Adult orientation to learning is life-centered as adults are motivated to learn when they experience needs and interests that learning will satisfy. Appropriate adult learning settings utilize life situations. Adult education is a process by which the adult learns to become aware of and evaluate their experience. An adult actually begins by paying attention to situations in which they find themselves. Facts and information are not accumulated, but used to solve problems.

Analysis (Additive/Variant): I found some **additive information** in this source and feel that this particular source describes the Oxford Graduate School campus and many of the classes.

Contextualization: All adult teachers (and professors) should practice the information in this article. I will use it as I continue to expand my professional duties and work with adults.

You can also react personally to the reading-by commenting on how the reading: Adds to your personal growth or provides new insights or skills; how it reminds you of correlations to other knowledge; or prompts add any new questions and concerns it raises about your professional field.

CHOOSING WHAT TO READ: Make connections between the course subject matter and your profession guided by...

* The Course Essential Elements which give the big ideas of the course as well as the Syllabus bibliography as well as the list of books in the catalogue on course reserves. Also choose books and article in line with the examples offered.

*Sources relating to your field or interests that deal with the course subject are also relevant.