

EADU 4020

Adult Learning and the Workplace

Fall 2006

Instructor:

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Course Description:

This course will include but is not limited to material about learning theories, models, and principles and their application to the instructional process with adults.

Required Text:

MacKeracher, D. (2004). Making Sense of Adult Learning (2nd Edition). Toronto: University of Toronto Press.

Academic Honesty Policy:

Students are expected abide by the University Honor Code and the Academic Honesty Policy. All academic work must meet the standards outlined in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Attendance Policy:

Students are expected to attend all scheduled classes and be prepared to actively participate. Unexcused absences can result in a loss of 10 points for each such absence. Because you are adults, the course design is based on the assumption that each of you is a resource person as well as a learner; therefore, all of us have a responsibility to contribute to the group’s learning as well as our own. Practically, this means that if you miss a class then all class members have lost your unique contribution. In the event that you must miss a class, you must notify the instructor prior to class and you must make arrangements with fellow students to review the session.

Course Organization and Facilitation:

The course will be organized and facilitated in the following manner:

1. One goal of this course is to create a learning community where everyone can safely explore Adult Learning Theory and its application.
2. You are expected to use the skills of inquiry, dialogue, and action learning to accomplish our goals.
3. Each class session will include a balanced exploration of theory and practice/application through discussion, “stories”, simulation, reflection, and experiential exercises.
4. The use of cell phones is not permitted during class. If you bring a cell phone to class, you are expected to turn the ringer off and manage your telephone calls during scheduled breaks.
5. You are expected to ask thought provoking questions and keep our inquiry rigorous and lively.
6. You are expected to be active learners and assume responsibility for learning and discovery, as well as question the intentions of the instructor and fellow students.

Articles:

Articles for review can be found at the URL listings noted for each class session.

Course Objectives:

Upon Completion of this course you will:

1. Understand the development of adult learning theories and how these theories relate specifically to adult learning.
2. Understand the characteristics of adult learners.
3. Know your own teaching/learning style and how this relates to your own philosophy of adult learning.
4. Understand the various instructional techniques and how each can be used to enhance specific learning activities in adult education.

Grading Process:

- 40 points: You will submit 4 reflection papers during the course, each of which counts 10 points. You have the option of re-writing one of the 4 reflection papers.
- 20 points: Mid-term
- 20 points: Final Project
- 20 points: Course Journal

Grading Criteria Standards:

All assignments are due at the beginning of class on the due date. Late assignments are not accepted. All written assignments should be double-spaced and follow the APA Manual, 5th Edition.

Criteria for grading written work:

- Did you address the question?
- Did you consider the readings when answering the questions and did you reference the readings to support your ideas?
- Was your response well organized and did it reflect the appropriate level of mastery of writing skills?

Standards:

A = 95 – 100 points

A- = 91 – 94 points

B+ = 88 – 90 points

B = 85 – 87 points

B- = 81 – 84 points

C+ = 78 – 80 points

C = 75 – 77 points

C- = 71 – 74 points

D = 61 – 70 points

F = 60 points and below

Note: A grade of “I” (incomplete) will only be given in the rare case of a medical emergency.

Weekly Journal Entries:

You will be required to keep a journal throughout this course. The purpose of writing and keeping a personal journal is to give you an opportunity to reflect on this course and its meaning to you. When writing in your journal, consider the reading materials and class discussions. Decide how these experiences have influenced you personally. By influence, I mean 1) How have these sessions helped you explore yourself as a person? 2) What have you learned about yourself as a result of this self-exploration? And 3) What benefit will the learning you have acquired help in your future work? Please indicate both positive and negative experiences; all of your perceptions are important and can

provide you with learning and insights about yourself. Each entry should be about one page, but no more than three. Your Journal entries from the previous class must be submitted to the instructor for review at the beginning of each class. The complete journal is due at the end of the course.

Reflection Papers:

Write a **two to four page** reflection on each assigned article or chapter. The paper should contain your analysis of the learning topic and your reaction to the ideas presented. What about the reading interested you? What was new to you? You may use other reading to support your statements, but you do not have to. Tell in your words whether you agree or disagree with the author's statements and why.

Midterm Paper: (Approximately 5 to 8 pages)

Choose one of the following for your mid-term paper. Support your ideas with references from the literature (observe APA guidelines).

1. What are your assumptions about adult learning and adult education? (List and discuss at least 3 but no more than 7). Compare and contrast your assumptions to Mackeracher's assumptions or other adult educators' assumptions about adult learning..
2. Provide an example of how to use the general learning model (Basic Learning Cycle) presented by MacKeracher (p.54) to an adult learning situation. Please describe and explain the situation and the learning process model.

Final Learning Project:

You should begin planning your final learning project with the instructor early in the semester. This project should relate to the topics covered in this course. Papers should be 8 to 10 pages using APA style.

Some suggestions:

- Observe one adult education learning situation and relate what you see to the material covered in class. Focus on how the learning was facilitated, the learning environment, the participant and instructor involvement, and any themes or ideas from your readings. Describe what you see in terms of a learning theory you think supports your observations.

- Research areas of adult learning not usually covered in the literature such as the spiritual or cultural aspects of adult education.
- Cultural studies of self-directed learning.
- Conduct an interview with an adult learner. Explore the motivation, participation trends, self-direction, and significant life experiences that led to the learning event.

Things you should look for in each are:

- themes and values represented
- the learner environment and participant involvement
- the role of the instructor/facilitator
- characteristics of the adult learners
- your reactions

EADU 4020 Course Schedule

(Tentative)

Class	Date	Topics/Readings/Assignments	References	Remarks
#1	Aug 17	Introduction & Course Overview		
#2	Aug 24	Theories of Adult Learning MacKeracher: Chapter 1	Grow's Self Directed Learning Model found at http://www.longleaf.net/ggrow/SSDL/SSDLIndex.html	
#3	Aug 31	Assumptions about Adult Learners MacKeracher: Chapter 2	30 Things We know about Adult Learners: Zemke Principles of Adult Learning: Stephen Lieb (A google search of these articles the above titles will locate the article)	Reflection Paper #1 due
#4	Sept 7	Cycles In Learning MacKeracher: Chapter 3	http://www.businessballs.com/kolb/learningstyles.htm	
#5	Sept 14	Styles in Learning MacKeracher: Chapter 4 .	http://www.cyg.net/~jblackmo/diglib/styl-a.html http://www.ldpride.net/learningstyles.MI.htm	
#6	Sept 21	Brain and Mind In Learning MacKeracher: Chapter 5	http://agelesslearner.com/intros/adultlearning.html http://cainelearning.com/pwheel	Reflection Paper #2 due
#7	Sept 28	Emotions and Motives in Learning MacKeracher: Chapter 6	http://www.edst.educ.ubc.ca/aerc/2001/2001tisdell.htm Toward a Culturally Relevant and Spiritually Grounded Theory of Teaching For Social Transformation and Transformational Learning	
#8	Oct 5	Skilled Performance in Learning MacKeracher: Chapter 7		
#9	Oct 12	Relationship in Learning MacKeracher: Chapter 8		Midterm Paper due

#10	Oct 19	Spirit and Soul in Learning MacKeracher: Chapter 9		
	Oct 26	Fall Break – No Class		
#11	Nov 2	Environment and Context in Learning MacKeracher: Chapter 10		Reflection Paper #3 due
#12	Nov 9	Strategies and Styles in Facilitating MacKeracher: Chapter 11	Adult Education in Practice: Teaching Methods and Course Structure (http://members.tripod.com/~roberta/methods.htm) Instructional Methods Information: Dr Bob Kizlik (http://www.adprima.com/teachmeth.htm)	
#13	Nov 16	Strategies and Styles in Facilitating (cont.)		Reflection Paper #4 due
	Nov 23	Thanksgiving Break – No Class		
#14	Nov 30	Final Project Presentations		Final Project due
#15	Dec 7	Bringing it all Together	http://www.nyu/projects/griffin/scps/nyu_vc_PedagogyBibliography_061801.htm	Course Journal due

Note: This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.