

**EADU 4020**  
**ADULT LEARNING AND INSTRUCTION**  
**University of Georgia**  
**Department of Adult Education**  
**Fall 2002**  
**Wednesdays, 5:00 p.m.-7:45 p.m.**  
**Room 1185 Collins Hill Road Gwinnett Center**

**Course Instructor and Contact Information:**

**Address:**

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**Office Hours:**

By appointment

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**Course Description:**

Learning theories, models, and principles, and their application to the instructional process with adults.

**Course Purpose:**

The purpose of this course is to provide an understanding of adult learning and instruction including the characteristics of adults, learning processes, participation, motivation, self-directed learning, and the application of theoretical perspectives. Learners participating in this course will create a community of learners to explore the theoretical and practical issues of adult learning and instruction.

**Course Goals :**

To explore the nature and background of adult learners in a variety of settings.

To examine and discuss theories and practices related to adult learning and instruction.

To appreciate contextual influences on adult learning and instruction.

To develop skills to enhance your effectiveness as an adult educator.

**Course Objectives.**

Upon completion of the course you should be able to:

Recognize and name key concepts and issues related to understanding adult learning and instruction.

Identify motivational and participation patterns of adult learners.

**Course Objectives (continued)**

Identify individual characteristics of learners such as learning styles and adult development processes.

Discuss and describe how social, institutional, and other contextual factors affect adult learning and instruction.

Understand the similarities and differences between self directed learning, andragogy, and critical learning.

Discuss the relationship(s) between selected theories and practices of adult learning and instruction.

Participate in a community of learners about adult learning and instruction.

## **Course Policies–Methodology**

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

One goal of this course is to create a learning community where *everyone* can safely explore the theory and practice of adult learning. We will strive to create and enhance a learning community in both the class and wwww formats and expect you to support a constructive learning community. Each class will include exploration of theory, practice, assigned readings in the literature, reflections, stories, and related exercises.

Some of the ground rules that we will use in class include: listening to each other, asking rigorous and creative questions, offering suggestions, providing feedback about developing our learning community, and sharing “findings” of new or related materials in the literature about adult learning and instruction.

In the spirit of continuous improvement written assignments may be re-written for clarification and possibly for a higher grade. If you opt to rewrite, it is expected that you will make *substantive* changes and improvement to your manuscript. Only those manuscripts that demonstrate such improvements will receive upward grade adjustments. Re-writes will neither be accepted without the previous graded manuscript attached, nor after the last week of class. The opportunity to rewrite is privilege, not a right. Thus, your revision may not be reviewed on a weekly basis, but at the convenience of the instructor after other assignments have been graded.

## **Persons with Disabilities**

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do--such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities--please take time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence.

## **Attendance Policy**

In the event you must miss class it is your responsibility to make arrangements with your colleagues to obtain handout materials and to review the session.

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 and that each of us has 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. However, it is understood that all of us have complex lives and other responsibilities intrude on attendance from time to time. Based on these realities, here is the attendance policy:

- T You are expected to attend each class prepared by completing the assigned readings and written assignments. This will make for the most effective class for everybody.
- T It is expected that you will:
  - Prepare for all class sessions
  - Attend all class sessions
  - Actively participate in all class activities, conversations and assignments
  - Reflect on your experience and learning
  - Participate regularly and substantively on the class website
  - Raise questions and observations about material
  - Share your learning with colleagues
  - Learn and have fun with the course
  - Challenge each other constructively (we all learn from this)
  - Listen to each other
  - Modify these expectations as appropriate
- T If you must miss class, please let Bernie know in advance so that he can adjust the instructional plan for the day. If a paper is due on the day you miss, you are still responsible for turning in the paper on the due date.

T **If you must miss more than two classes or anticipate late arrivals, please do not register for this class.**

Your absences will be too disruptive, especially for the effective functioning in-class exercises. Your alternatives are:

1. not to take the course and find a substitute that is acceptable to your advisor,
2. take it next time it is offered.

T One point per absence will be deducted from your final grade, regardless of the circumstances.

**Class Schedule– We will meet class on Wednesdays:**

August 21, 28, September 4, 11, 18, 25, October 2, 9, 16, 23, 30, November 6, 13, 20

The University will be closed on November 27 and we will meet on December 4 for class evaluations. classes end December 9. All assignments will be turned in for a grade on or before November 20.

## GENERAL WRITING GUIDELINES FOR ASSIGNMENTS

T Double-space type all academically written material (i.e. research papers, literature reviews, etc).

T Follow the APA Manual, 5th Edition for style and citation guidelines.

T Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.

T Submit paper versions of your work. I will accept electronic versions only when absolutely necessary. Request a receipt if sending a paper electronically to ensure it has arrived safely to its destination.

T Do not use slipcover or protector pages on written work. It makes providing written feedback difficult.

T Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs *before* the final paper is submitted.

T Quality written assignments generally meet the following criteria:

- o Includes the title and name of the author at the beginning of the paper.
- o Clearly identifies the question being addressed or the purpose of the paper.
- o Provides an overview of the structure and organization in the introductory section of the paper.
- o Defines key terms, concepts and slogans.
- o Gives examples when they enhance the understanding of the concept being discussed.
- o Applies theory and best practices from the assigned readings or elsewhere.
- o Demonstrates the ability to self-reflect and discover core values and beliefs.
- o Considers implications and/or consequences.
- o Provides a strong summary and conclusion.

### Grading Criteria and Standards:

Criteria on which your papers are graded:

T Did you address the question(s)?

T Did you incorporate the readings in answering the question(s)?

T Did you formulate your response in an organized, logical fashion?

Did you include your experience if related to the issue?

Grading Standards:

Grade	Points
A	91 to 100
B	81 to 90
C	71 to 80
D	Problems you need to consider re-write?
F	You didn't do the assignment!
I	Too easy to slide by; no Incomplete's, turn in what you have; if you didn't do the assignment it becomes an F

**Textbook and Readings**

Textbook: Robinson, R. D. (1991, revised). Helping adults learn and change. West Bend, WI: Omnibook, Co.

Heimlich, J. E. and Norland, E. (1994). Developing teaching style in adult education. San Francisco: Jossey-Bass.

Recommended Readings: On Reserve at UGA Library

On-line Readings:

**Course Learning Opportunities, Due Dates, and Points toward Grade**

Overall class requirements are for you to be an active participant in class discussions and activities. To complete assignments by the due dates and to complete learning activities related to the course objectives. These assignments and activities with due dates and points toward grade are listed below:

<b>(Activities/Assignments)</b>	<b>(Due Dates)</b>	<b>(Points Toward Grade)</b>
Class attendance		5 Bonus Points for Attending All Classes on-time
Select and Critique your favorite teaching/learning practices (e.g., lecture, power point presentations, etc.) (2-3 pages)		15 Points (max of 30 point if you complete 2 critiques)
On-site Observation of a Teaching, Training, Facilitated Session (up to 5 page report)		20 Points for each Observation Report (max of 40 points if you complete 2 Observation Reports)
Paper/report About a Teaching or Learning Theory or Practice (5 pages with citations)		20 Points for the Teaching Learning Theory Report
Small Group Project Presentation to Class (Presentation with written report)		20 Points for Your Part of the Small Group Project Research and Presentation Report
Interview two Adult Learners/report		10 Points for Report of Two Interviews (Max of 20 Points for Up to 5 Interviews and Report)
Written Exam Option (Mid term or Final)		20 Points for Either A Mid-term or Final Exam
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Total Points for Grade		Make Up a List of Activities that you Try to Accomplish for

**Date:** August 21, 2002 (first class session)

**Topic:** Adult Learning Overview

**Description:** Introductions of class members and instructor, overview of course materials and syllabus, goals and purposes of the course, textbooks and assigned readings, reports and grades, course contract, activities and experiences for the session, questions and answers about the course.

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Adult, Learning, Change, Participation, Principles, Brain, Adult Education, Continuing Education, Training, others...	<u>Texts:</u> Robinson and Heimlich and Norland, Chapter 1  <u>Handout:</u> Principles of Learning (Vella-12) and others	Robinson Worksheet in text (p.9) Brain, Learning, and Discussion
<u>Outcomes:</u> Knowledge of adult education and learning	Know about other resources	Small group discussions; information for class presentations at later date

**Date:** August 28, 2002

**Topic:** Adult Motivation (Needs, Perceptions, Affect)

**Description:** Definitions, text and assigned readings about adult motivation, concepts related to adult learning, (add other info here....)

**Review:** Adult learning, change, planning, individual learners, my role in learning and training.

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Motivation, learning, change, participation, needs, perceptions, affect (attitudes), planning (self change), self directed learning, others	<u>Texts and Related Resources:</u> Robinson, Chapter 2  Handouts in Class	Robinson Worksheet (p.24) O'Neil Checklist on Adult Ed H&N Checklist Why Take this Class (Self analysis of Motivation?) Small Group Discussions
<u>Outcomes:</u> Aware of and Understand Adult Motivation		Aware of Individual Motives

**Date:** September 4, 2002

**Topic:** Adult Development (Transitions and Learning)

**Description:** Adult development, growth, change, life cycle development, and teachable moments.

**Review:** Adult learning, motivation, role of self in learning and motivation, and how these concepts are related to adult development and life cycle changes.

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
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<u>Definitions:</u> Adult development, life cycle, interests, stages of development, transitions, aging, intelligence, teachable moment,	<u>Texts:</u> Robinson, Chapter's 2 & 3 H &N: Chapter 2  <u>Handout:</u> McCoy Life Cycle Development Chart	Robinson Worksheet (p.28) Personal Timeline, Changes, Examples, Quotes, Scenarios, Small Group Discussions,
<u>Outcomes:</u> Aware of how life cycle change is related to adult learning		Case Examples from Class

**Date:** September 11, 2002....Pause and Remember!!

**Topic:** Adult Change as related to Transformational Adult Learning

**Description:** What is change? What has changed in your life today, this summer, this year? What does change have to do with learning, motivation, and life cycle development?

**Review:** Learning, motivation, adult development and how these concepts are related to change regarding learning and development of adults.

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Change, education, learning, training, mental models, thinking, creativity, vision, future, history, now, what next?	<u>Texts:</u> Robinson, Chapter 4 H&N: (p. 65 Model)	Brain teasers What has changed? Questions and timeline? Draw today and project 2 years (vision)
<u>Outcomes:</u> Aware of change, impact of change, use of change for teaching and training		Case Examples from Class

**Date:** September 18, 2002

**Topic:** Adult Experience (Interests and Values; Experience as a Teaching-Learning Tool)

**Description:** What is the role of adult experience in learning, teaching, and training?

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Education, experience, learning, teaching, training,	<u>Texts:</u> Robinson, Chapter 5 H&N: Chapter 5	Robinson Worksheet (p.53) Demonstration or experience... something familiar something strange; Relating new ideas to familiar and new
<u>Outcomes:</u> Aware of adult experience and how to use in Teaching, Training and Education		Case Examples from Class

Date: September 25, 2002

**Topic:** Adult Teaching (Helping Others Learn)

**Description:** Who needs help? Options for helping?

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Teaching, Training, Coaching, Facilitating	<u>Texts:</u> Robinson, Chapter 6 H & N: Chapter 6	Robinson Worksheet (p.77)
<u>Outcomes:</u> Understanding of teaching as “helping.”		Case Examples from Class

Date: October 2, 2002

**Topic:** Assessing Adult Needs (Starting Where the Learner Is)

**Description:** Where is the learner? Who knows best where the learner is? Who should be involved in these assessment processes?

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Needs, Incentives, Assessment, Involvement, Planning	<u>Texts:</u> Robinson, Chapter 7 H & N: Chapter 8	Robinson Worksheet (p.83) Newspaper Needs Assessment Exercise
<u>Outcomes:</u> Understand the Role of Adults and Helpers		

Date: October 9, 2002

**Topic:** Design For Learning (Choosing the Method)

**Description:** Review the many options and tools for teaching and learning solicit creative ideas from the class.

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Methods, Tools, Strategies	<u>Texts:</u> Robinson Chapter 8 H & N: Chapter 9	Robinson Worksheet (p.91) Develop New Tools from Class Experience
<u>Outcomes:</u> Understand and can use at least 5 methods for teaching adults		

**Date:** October 16, 2002

**Topic:** Developing Objectives (Choosing the Targets)

**Description:** Discuss and share ideas about developing learning objectives in a variety of teaching and training environments.

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Objectives, outcomes, resources, results, plans	<u>Texts:</u> Robinson Chapter 9	Robinson Worksheet (p.97) Develop additional worksheets from class
<u>Outcomes:</u> Understand objectives: Can involve learners in setting objectives		

**Date:** October 23, 2002

**Topic:** Developing Teaching Plans (Sequencing and Selecting)

**Description:** Who participates in the planning, selecting and sequencing of learning objectives and teaching training plans?

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Concrete, Abstract, Sequence, Pacing, Teaching Style	<u>Texts:</u> Robinson Chapter 10 H & N: Chapter 10	Robinson Worksheet (p.103) Develop additional ideas and worksheets from class

<u>Outcomes:</u> Review/Critique teaching plans;		
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**Date:** October 30, 2002

**Topic:** Techniques and Devices (Variety and Appropriateness)

**Description:** What to use when? Also be creative and break out of the traditional.

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Techniques, Device, Rooms, Settings, Locations, Groups	<u>Texts:</u> Robinson Chapter 11	Scenarios and Designs for Learning from Instructor & Class
<u>Outcomes:</u> Knowledge of variety of techniques for teaching and training		

**Date:** November 6, 2002

**Topic:** Conducting Evaluation (Instructional Improvement)

**Description:** How to design effective instructional improvements?

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Assessment, Evaluation, Measures, Tools, Designs	<u>Texts:</u> Robinson Chapter 12	Robinson Worksheet (p.125) Class shares ideas, tools & designs for evaluation
<u>Outcomes:</u> Understand When & How to Evaluate Teaching and Training Programs		

**Date:** November 13, 2002

**Topic:** Conducting Evaluation (Instructional Improvement)

**Description:**

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Evaluation, assessment, process, product, context, input, models	<u>Texts:</u> Robinson Chapter 12	Review and discuss scenarios from class experience
<u>Outcomes:</u> Understand strategies for evaluating adult learning programs		

**Date:** November 20, 2002

**Topic:** So What Does all this Mean? (Moving on from this point in time!)

**Description:**

**Review:**

<b>Topics for Class Session</b>	<b>Related Readings/Resources</b>	<b>Activities</b>
<u>Definitions:</u> Synthesis, Systems, Strategies	<u>Texts:</u> Poster Session about Teaching & Training	Class Reports Scenarios from Class
Outcomes: Can apply ideas, knowledge & strategies to a variety of teaching and training situations.		

**Date:** November 27, 2002

**Topic:** University will be closed for Thanksgiving Holiday

**Description:** We will not meet for class on this date

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**Date:** December 4, 2002

**Topic:** Class Evaluation

**Description:** Meet in class and provide feedback about the overall course as well as complete University Evaluation Forms.