

EADU 7020
Adult Learning and Instruction
Fall 2009

Instructor:

Dr. Janet Truluck
The University of Georgia
Department of Adult Education
410 River's Crossing Building
Athens, GA 30602-4811
Direct voice: (706) 542-4019; Fax: (706) 542-4024; Toll Free: 1-800-816-3382
E-Mail: jtruluck@uga.edu

Location:

E learning commons: <http://elc.uga.edu/>

Schedule:

You can access your course beginning August 17th 2009. However, class will not actually begin until August 20, 2009. This will give you time to explore the course and begin your reading assignments. Classes will run in two-week sessions ending December 8th, 2009.

Your course materials are located on the homepage of the course. **I would suggest you print the course syllabus, study guide, APA guidelines and review the course content section.**

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.

Course Purpose:

The purpose of this course is to gain an understanding of adult learning and instruction. The course content will provide an examination of the social and individual psychological aspects of adult learning, patterns of participation and motivation, and the contextual influences and theoretical perspectives specific to adult learning and instruction.

Required Texts:

MacKeracher, D.(2004). Making Sense of Adult Learning (2nd ed.). Toronto: Culture Concepts.

Merriam, S.B. (Ed.). (2001).The new update on adult learning theory. New Directions for Adult and Continuing Education, No. 89. San Francisco: Jossey-Bass.

Articles:

Articles for review can be found by URL listings in each class session or in the WebCT course content section.

Course Goals:

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.

Course Topics:

August 20, 2009: Introduction to the theories of adult learning

September 3, 2009: More theories of learning/motivation/characteristics

September 17, 2009: Learning and Teaching Styles

October 1, 2009: Work-based Learning, Situated Cognition, and Communities of practice

October 15, 2009: Emotional and Spiritual Aspects of Learning

October 29, 2009: Cognitive & Social Aspects of Learning

November 12, 2009: Instructional techniques/technology

December 3, 2009: Bringing it all together (final project due)

Grading Process:

- 15 points: Reflection Paper
- 25 points: Mid-term
- 30 points: Final Project
- 30 Points: You will also be graded on the quality and quantity of your online

discussions. Your responses should reflect your knowledge and understanding of the subject matter and show a willingness to engage in “educational communication” with your classmates. No fewer than 4 postings per week should be made in the discussion area, but you are encouraged to make as many as you wish since this is our primary means of communication. Discussion posts made after the topic end date will not count toward your grade. You cannot go back and “make up” missed dates.

<u>Sections:</u>	<u>Points:</u>
Reflection Paper	15
Mid-term paper	25
Final Project	30
Posting to Discussion topics	<u>30</u>
Total:	100

Grading Criteria and Standards:

All written assignments should be double-spaced and follow the APA Manual, 5th Edition (A summary handout is posted on your course homepage for your review).

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?

Standards:

- A = 95-100
- A- = 91-94
- B+ = 88-90
- B = 85-87
- B- = 81-84
- C+ = 78-80
- C = 75-77
- C- = 71-74

My policy is not to give a grade of “I” (incomplete) except in the rare case of an emergency. You should turn in whatever you have written on the due date and your grade will be based on that document.

Attendance Policy:

You are expected to complete all assigned readings and hand in written assignments on time. You should check into your course at least once every two days and respond to emails and discussions appropriately. If you miss discussion topics you will lose points from your final grade. I strongly urge you not to plan vacations or time away because it places a hardship on your group members. You are expected to carry your share of the learning activities.

Reflection Paper 1: Due September 3, 2009

The purpose of this assignment is to give you the opportunity to critically reflect on your most significant learning and instructional experiences as an adult learner. Critical learning incidents describe important transitional and transformational experiences that have had a significant impact on your learning and growth. These experiences help you understand who you are and your assumptions about adult learning and instruction.

In order to work with adult learners and prepare adults to work with adult learners, it is important to be aware of our own experiences. Writing such a life history piece as it relates to your own learning experiences is a beginning process that adult educators should continue throughout their careers. Being reflective about our own teaching/learning provides us with insights into the process and ourselves.

In Class Session One you are asked to recall the formal, non-formal, and informal learning opportunities you have had as an adult. Those opportunities are divided into two lists, those you took advantage of and those you either passed up or did not follow through with after starting. You will also record factors that helped you to participate and to continue and reasons why you did not choose to participate or to continue. The insights you gain from this activity may be helpful in writing your autobiography.

You may choose from the One of the Following:

1. Your adult learner autobiography should be three to five pages. Feel free to write it in any style that is comfortable for you and that reflects who you are as a person. Choose a title for it that captures and communicates the spirit of your autobiography, the story of your life that you present.
2. You can choose to create an alternative expression for this assignment. Use your creativity and imagination to create a project that conveys this information in an alternative form. Please include a two page explanation. This option is provided to recognize multiple intelligences and variations in learning style.

Mid-term Paper: (approximately 5-8 pages): Due October 8, 2009:

Choose one Option

All papers should use APA style for References: Guidelines are Posted on the Homepage of your course.

1. Review at least 4 of the articles or websites from the course or other articles which you have found. Your paper should include a summary of the article, your analysis of the author's understanding of the learning and/instruction topic, and your reaction to the concepts presented. Also justify why you agree or disagree with the author. (each review should be 1-2 pages)
2. Provide an example of how to use the general learning model presented by MacKeracher (p. 54) to an adult learning situation. Please describe and explain the situation and the learning process model.

Final Learning Project: Due December 4, 2009

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 5-8 pages using APA style.

Some suggestions are:

1. 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.
2. Research areas of adult learning not usually covered in the literature such as the spiritual or cultural aspects of adult education.
3. Cultural studies of self-directed learning.
4. 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

Persons with Disabilities

I am sensitive to the concerns of people who may have special needs due to a disability, whether visible or invisible. Please take the time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you.

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

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