

# EADU 7020\*

## Adult Learning and Instruction

University of Georgia  
Department of Lifelong Education, Administration, and Policy  
Adult Education Program  
Spring Semester, 2008  
Wednesdays, 5:00-7:45 PM and on WebCT  
A-1185 Gwinnett University Center

### I. Introduction

#### A. Course Instructors:

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#### B. Course Description:

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

#### C. Course Purpose:

The purpose of this course is to provide an immersion in adult learning and instruction including social and psychological aspects of adult learning, participation and motivation, contextual factors, and recent theoretical perspectives. The learners will create a learning community to safely explore the theoretical and practical issues of adult learning and instruction.

*The word "community" has old roots, going back to the Indo-European base mei, meaning "change" or "exchange." Apparently this joined with another root, kom, meaning "with" to produce and Indo-European word kommein: shared by all. Thus, a learning community is a "change or exchange shared by all." (The Fifth Discipline Fieldbook, Senge et al, 1993, p. 509).*

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## **D. Course Goals.** In general, this course strives to help you:

- Explore basic theories of adult learning and instruction as they relate to the educator, learner, learning process, context and educational design and delivery.
- Explore basic practices of adult learning and instruction as they relate to the educator, learner, learning process and context, and educational design and delivery.
- Develop skills to enhance your effectiveness as an adult educator as they relate to yourself (as an educator), the learner, the learning process, the context, and method.

## **E. Course Objectives.** Specifically, upon completion of the course you should be able to:

1. Recognize and dialogue about key concepts and scholarship significant to understanding the adult learning and instruction process.
2. Analyze and elaborate your own learning processes and styles, as well as your philosophical assumptions regarding adult learning and instruction.
3. Describe the adult as learner. Identify individual characteristics of learners such as cognitive abilities, adult developmental dimensions of adult learning, motivational and participation patterns of adult learners, and learning characteristics and processes.
4. Explain how social, institutional, and other contextual factors affect adult learning and instruction.
5. Examine and practice multiculturally sensitive instructional techniques and methods for diverse adult learners.
6. Consider and critique the research and literature on adult learning and instruction.
7. Engage as both individual and community learners, critical thinkers and reflective practitioners.
8. Identify and discuss the implications of all the above for integrating adult learning and instruction theory and practice into HROD programs.
9. Hone your skills in F2F (face-to-face) and virtual (WebCT) contexts.

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Framework for the Course	
<b>The Educator (The “Who”)</b> <ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Self Knowledge <ul style="list-style-type: none"> <li>○ Beliefs</li> <li>○ Values</li> </ul> </li> <li>• Educational Stance <ul style="list-style-type: none"> <li>○ Philosophical Insight</li> <li>○ Teaching Style</li> </ul> </li> <li>• Lifelong Learning</li> </ul>	<b>The Learner (The “Who”)</b> <ul style="list-style-type: none"> <li>• Participation and Motivation <ul style="list-style-type: none"> <li>○ Life focused</li> <li>○ Intrinsic Motivation</li> </ul> </li> <li>• Characteristics of Adult Learners <ul style="list-style-type: none"> <li>○ Andragogy as preferred learning mode</li> <li>○ Relevant and timely learning</li> <li>○ Self-Directed Learning</li> <li>○ Experiential Learning</li> <li>○ Diverse Learning Styles</li> </ul> </li> </ul>
<b>The Learning Process (The “How”)</b> <ul style="list-style-type: none"> <li>• Coping with Change</li> <li>• Making Meaning out of Ideas and Experience <ul style="list-style-type: none"> <li>○ Critical Reflection</li> <li>○ Transformative Learning</li> </ul> </li> <li>• Whole Person Learning <ul style="list-style-type: none"> <li>○ Spirituality</li> <li>○ Affect and Emotion</li> <li>○ Somatic, Embodied Learning</li> <li>○ Narrative Learning</li> </ul> </li> </ul>	<b>The Learning Context (the “where”)</b> <ul style="list-style-type: none"> <li>• Place <ul style="list-style-type: none"> <li>○ Physical</li> <li>○ Psychological</li> </ul> </li> <li>• Positionality <ul style="list-style-type: none"> <li>○ Fluid, changing</li> <li>○ Acknowledges we are all raced, classed and gendered</li> </ul> </li> <li>• Power <ul style="list-style-type: none"> <li>○ Exercised through relationships</li> <li>○ All have a degree of it</li> </ul> </li> <li>• Pedagogy</li> <li>• Multicultural issues</li> <li>• Inclusiveness</li> </ul>
<b>The Program Design and Delivery (ADDIE)</b> <b>(the “who, what, where, and how”)</b> Instructional techniques integrating the educator, learner, learning process, and context.	

## II. Course Policies

**A. Methodology.** The course will be organized and facilitated in the following ways:

1. 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 www formats and expect you to support the creation and maintenance of a constructive, and democratic learning community.
2. You are expected to use the skills of inquiry and dialogue to accomplish our goals and objectives and when conversing on issues whether on WebCT or in F2F (face-to-face) sessions.

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3. Each class session will include a balanced exploration of theory and practice through dialogue, "stories", simulation, reflection, and experiential exercises.
4. You will receive folders as one vehicle for facilitating communication between us during F2F class sessions. You will receive your folder at the beginning of each class session. The folder will contain new information and returned assignments (if submitted in hard copy). You will have the folder to work with during class. At the end of each class the folder is returned to Laura/Mitsu with any assignments and/or comments you have.
5. The use of cell phones/PDA's is prohibited during class. If you bring one of these devices to class, you are expected to turn the ringer off and manage your correspondence during scheduled breaks.
6. Everyone will have an opportunity to evaluate each class and provide direct feedback. Every reasonable effort will be made to accommodate your suggestions and resolve concerns. Changes may be negotiated providing they do not compromise the original purpose, goals, and objectives of the course.
7. You are expected to be active learners and assume responsibility for learning and discovery, as well as question the intentions of the instructor and colleagues.
8. In the event that you must miss class, it is your responsibility to make arrangements with your colleagues to review the session. Follow-up questions should be directed to Laura or Mitsu.
9. Due dates for coursework are clearly outlined in the syllabus. It is strongly recommend that you arrange your work to meet those dates. However, we recognize that as adults you have busy lives and that flexibility helps you meet course requirements. With that in mind, we will accept one paper late without penalty. After that time, all late work will be subject to a 10% deduction from the final grade. If you will not have an assignment completed by the due date listed you must contact us in advance by email and advise when it will be completed.

At the end of the semester we have established a **firm** due date, that will allow us time to grade your papers and submit your final grades. You must have all outstanding course work completed and turned in to me by **11:55 PM on Friday May 2, 2008**. If I do not have your course work by that date, your grade will be calculated based on the work that has been submitted up to that point.

## B. Persons with Disabilities

We are 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 we 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 us early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with us in this regard will be held in strictest confidence.

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## C. UGA Academic Honesty

All students are required to be aware of and abide by UGA's Academic Honesty Policy. For additional information see:

[http://www.uga.edu/iws/faculty\\_resources/Course\\_Syllabus\\_Policy.pdf](http://www.uga.edu/iws/faculty_resources/Course_Syllabus_Policy.pdf)

**UGA's Honor Code:** *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

**UGA's Academic Honesty Policy:** 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. Each student is responsible for maintaining the highest standards of honesty and integrity in every phase of her or his academic career. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

## D. Attendance Policy

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. Since this is a blended course, attendance will be based on your participation in and engagement with the course in both face-to-face and online formats. However, we do recognize that all of you have complex lives and other responsibilities intrude on your attendance from time to time. If you must miss class or be absent from online, please let us know in advance so that we can adjust the instructional plan. If a paper is due on the day you miss, you are still responsible for turning in the paper on the due date. Based on these realities, here is the attendance policy:

- **Face-to-face**
  - 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.
  - You are expected to actively and substantively participate in all class activities, conversations and assignments, including raising questions and observations about the material.
- **Online**
  - During the weeks we do not have a F2F class, we anticipate that you will have approximately 3-hours weekly of web-based work in this course, not including time spent reading and working on assignments. Practically, online participation would require you to be on-line a minimum of 3 times weekly and that you make your presence known through substantive contributions to the course, discussions, and learning activities. Substantive contributions mean at least five contributions per week. These can be in the form of participant in the threaded discussions or learning activities.

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- In addition to our scheduled online weeks, you are expected to be a regular and substantive contributor to the class website in WebCT.
- 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:
  - not to take the course and find an acceptable substitute
  - take it next time it is offered
- Chronic absences and tardiness will negatively impact your final grade.
- The class schedule is as follows:

Class	Topic	Date	Format
1	Introduction	1-07-08	F2F
2	ADDIE	1-14-08	F2F
<b>1-21-08 No Class—MLK Day</b>			
3	Educator	1-28-08	F2F
4	Educator	2-4-08	WebCT
5	Learner	2-11-08	F2F
6	Learner	2-18-08	WebCT
7	Process	2-25-08	F2F
8	Process	3-3-08	WebCT
<b>3-10-08 No Class—Spring Break</b>			
9	Process	3-17-08	F2F
10	Context	3-24-08	F2F
11	Context	3-31-08	F2F
12	Context/Method	4-7-08	F2F
13	Method	4-14-08	WebCT
14	Presentations	4-21-08	F2F
15	Presentations	4-28-08	F2F

## E. General Writing Guidelines for Assignments (applicable to ALL assignments)

- Double-space type all academically written material (i.e. research papers, literature reviews, etc).
- Use business writing style as needed (when writing is stylized to appeal to stakeholders in the organization you are working with). Business writing is generally single-spaced with an appropriate use of headers, bullets and blank space that enhances the communication of your message. Even when using "business style," it is still expected that you will follow APA (American Psychological Association) Manual rules and proofread. There is some guidance on the website, but it is also advisable to purchase the APA 5th Edition style manual. **Failure to present organized, APA compliant papers will result in grade deductions.**
- Follow the APA Manual, 5th Edition for style and citation guidelines.
- Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.

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- You may submit paper or electronic versions of your work. We prefer electronically submitted papers. **We will not accept electronic versions unless they are posted to WebCT via the drop box.** In other words, do not email them to our regular UGA email or WebCT accounts. Instructions for online submission:
  - Post work to the WebCT Drop box, accessible from the course homepage
  - Save your work in a Word or RTF file. Do not submit PDF's—it is too difficult to provide feedback within text
  - Save your file using your last name first, followed by any other identifying information you need. Example: **bierema\_paper\_1.doc**
- Do not use slipcover or protector pages on hard copies of written work. It makes providing written feedback difficult.
- 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.
- Quality written assignments generally meet the following criteria:
  - Includes the title and name of the author at the beginning of the paper.
  - Clearly identifies the question being addressed/purpose of the paper.
  - Provides an overview of the paper's structure and organization in the introductory section of the paper.
  - Defines key terms, concepts and slogans.
  - Gives examples when they enhance the understanding of the concept being discussed.
  - Applies theory from the assigned readings or elsewhere, including proper citations.
  - Demonstrates the ability to self-reflect and discover core values and beliefs.
  - Considers implications and/or consequences.
  - Provides a strong summary and conclusion.

## F. Grading Criteria and Standards

Criteria on which your papers are graded:

- Did you address the question(s)?
- Did you incorporate the readings in answering the question(s)?
- Did you formulate your response in an organized, logical fashion, including APA?
- Did you incorporate the "4 R's"?:
  1. Rigorous
  2. Robust
  3. Relevant
  4. Referenced

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Grading standards (UGA converted to +/- grading in Summer 2006. For further information see <http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html>)

Grade	Points	A note Regarding Incomplete (I) Grades:
A	93.0 to 100	<p>My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. In the event that you are granted an Incomplete, you are wholly responsible for meeting all deadlines for completion according to the graduate school calendar <a href="http://www.uga.edu/gradschool/academics/deadlines.html">http://www.uga.edu/gradschool/academics/deadlines.html</a>. You will receive no communication from me pertaining to your "I" status and you are responsible for following up on it to ensure completion. Incompletes that stand after 3 semesters automatically revert to an "F" grade.</p> <p>In the event you cannot fulfill the requirements of the course in cases other than emergencies, you should turn in whatever you have written by and your grade will be based on completed work to date.</p> <p>All requests for Incompletes must be made in writing, 1 week before the last day of classes, or April 20, 2008.</p>
A-	90.0 to 92.9	
B+	87.0 to 89.9	
B	84.0 to 86.9	
B-	80.0 to 83.9	
C+	77.0 to 79.9	
C	74.0 to 76.9	
C-	70.0 to 73.9	
D+	67.0 to 69.9	
D	64.0 to 66.9	
D-	60.0 to 63.9	
F	59 ↓	

### III. Assignments

#### A. Books and Readings

##### Required Readings

Merriam, S. B. (Ed.). (1993). *An update on adult learning theory. New Directions in Adult and Continuing Education*, No. 57. San Francisco: Jossey-Bass.

Merriam, S. B. (Ed.) (2001). *The new update on adult learning theory. New Directions in Adult and Continuing Education*, No. 89. San Francisco: Jossey-Bass. (This issue is available online via UGA Lib)

Lawson, K. (2006). *The Trainer's Handbook. 2<sup>nd</sup> Edition*. San Francisco: Jossey-Bass/Pfeiffer.

Readings available via WebCT

##### Recommended Readings

Alfred, M. V. (Ed.) (2002). *Learning and sociocultural contexts: Implications for adults, community, and workplace education. New Directions in Adult and Continuing Education*, No. 96. San Francisco: Jossey-Bass. (This issue is available online via UGA Lib)

Allen, C. (2006). *ADDIE system revisited: Advances in Developing Human Resources*, 8(4). San Francisco: Sage.

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- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.
- Apps, J. W. (1991). *Mastering the teaching of adults*. Malabar, FL: Krieger Publishing Company.
- Baumgartner, L., & Merriam, S. B. (Eds.). (2000). *Adult learning and development: Multicultural stories*. Malabar, FL: Krieger Publishing Company.
- Brookfield, S. D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). San Francisco: Jossey-Bass.
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd. ed.). San Francisco: Jossey-Bass.
- Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life* (10th Anniversary ed.). San Francisco: Jossey-Bass.
- Ross-Gordon, J. M. (Ed.) (2002). *Contemporary viewpoints on teaching adults effectively. New Directions in Adult and Continuing Education*, No. 93. San Francisco: Jossey-Bass. (This issue is available online via UGA Lib)
- St. Clair, R., & Sandlin, J. A. (Eds.) (2004). *Promoting critical practice in adult education. New Directions in Adult and Continuing Education*, No. 89. San Francisco: Jossey-Bass. (This issue is available online via UGA Lib).

## B. Assignments Summary

This course will involve a variety of individual and group projects, papers, mini-lectures, small and large group discussions, and individual readings. Overall course requirements are as follows:

1. Active participation in class discussions and activities (F2F and online)
2. Completion of the assigned readings by the due date
3. Completion of the learning activities related to the course objectives
4. Synthesis of theories, readings and concepts in all written work.

EADU 7020 Assignments Summary			
Assignment	Due Date	Possible Points	Actual Points
1. Instructional Tips	Ongoing	10	
2. Critique of Adult Education Instructional Program	3-17-08	15	
3. Presentation on Effective Instruction	4-07-08	10	
4. Self-Directed Learning Project			
• Proposal	1-28-08	5	
• Mid-Term Progress Report	3-03-08	5	
• Reflective Evaluation	4-14-08	10	
5. Teaching Segment on Frame	4-21-08 or 4-28-08	20	
6. ADDIE/Training Curriculum	5-02-08	25	
		<b>100</b>	

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## C. Description of Course Assignments

### 1. Instructional Tips [Due as assigned; 10 points]

It is important to learn about and experience instructional strategies that work well with adult learners to develop your skills as an adult educator. In addition, having teaching experiences will enhance your career in academia and in the workplace as a practitioner or trainer.

Depending on class size, pairs or trios will be responsible for researching, documenting, and modeling an instructional strategy that is effective for adult learners. The modeling will be done either in a face-to-face class or on WebCT, depending on the week you are scheduled. The instructional strategies should be short, taking no longer than 15 minutes. Typically, one group is responsible for demonstrating the model at the beginning of each class. Dates for the instructional strategies will be assigned at the beginning of the semester. Refer to the template for presentation guidelines, which will be distributed in class and will be on WebCT. Your short presentation and written information should include:

- Overview of purpose and objectives
- Facilitation guidelines
- Handout
- Use considerations
- Intervention modeling
- Citation(s)

Assignment #1 Grading Rubric			
Area	Possible Points	Actual Points	Comments
1. Content, including Facilitation guidelines and Handout	5		
2. Organization of presentation	3		
3. Active engagement of learners	2		
<b>Total</b>	<b>10</b>		

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### 2. Critique of an Adult Education Instructional Program [Due 3-17-08; 15 Points]

The purpose of this assignment is to give you a chance to apply adult learning and instruction principles to practice. You should attend one adult instructional program of your choice, and evaluate it. Pay particular attention to the framework for this class (educator, learner, learning process, context, program design and development). You should write a critique of the program that briefly summarizes the content and thoroughly critiques the facilitation and design of the session. This critique should be shared with your assigned small group for a presentation based on this assignment that will be due April 7, 2008.

Here are general program observation guidelines (in other words a structure for your paper!):

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1. List days and hours you observed the program. (Attach program information if available).
2. Describe the program content and design.
3. Describe instructional techniques, e.g. lecture, discussion, role-play, AV aids, etc.
4. Describe the relevance of materials to the program presentation.
5. Evaluate the quality of the program for adult learners by assessing the following:
  - o Learner participation
  - o Instructor-learner rapport
  - o Level of presentation, i.e. techniques/materials appropriate to the audience
  - o Learner feedback/comprehension
  - o Contextual issues
  - o Overall impression of effectiveness
6. Provide your reaction to the program
7. Provide suggestions for modifying or improving the content, delivery, adult learner sensitivity, etc.
8. Compare and contrast the programs
9. Cite relevant literature

Assignment #2 Grading Rubric			
Area	Possible Points	Actual Points	Comments
Organization (including APA)	3		
Content (see points 1-8 above)	8		
Links to Literature	4		
Total	15		

### 3. Presentation on Key Strategies for Effective Instruction (Group Presentation) [Due 4-07-08; 10 points]

This is part two of the "Critique of Training Program" assignment described under assignment number 2. The class will be divided into groups. Each group should meet at least once outside of class to prepare a 15-20-minute presentation that synthesizes and highlights the information gleaned from the individual observations.

#### Steps:

1. Meet with your group to discuss the findings of your observations. It would be helpful to share your critique with the other group members. Reflect upon what you learned from the observations. Did the information confirm or contradict what you know about adult learning and effective instruction? Was anything surprising? What are some possible implications for adult learning and instruction?
2. Develop the presentation

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3. Create a job aid summarizing your key points and make copies for the entire class.
4. Present the highlights of your of your group analysis to the full class on April 7 in a 15-20-minute presentation.

**Guidelines\* for the Presentation** (\*The operative word here is "guidelines." Please use this as a general guide, but feel free to infuse your creativity!!!!!!)

1. Share the themes that emerged during your observations
2. Offer some conclusions:
  - o Similarities
  - o Differences
  - o Instructional strategies
  - o Challenges
  - o Other observations
3. Make linkages with adult learning and instruction theory and other literature we've covered this semester.
4. Showcase your strategies for making learning active. In other words, make this participative.
5. Distribute your job aid

Assignment #3 Grading Rubric			
Area	Possible Points	Actual Points	Comments
1. Content, including Job Aid	2.5		
2. Organization of presentation	2.5		
3. Active engagement of learners	2.5		
4. Integration of course topics, literature, concepts	2.5		
<b>Total</b>	<b>10</b>		

#### 4. Self-Directed Learning Project (SDLP) [Multiple Due Dates—See Below; 20points]

Adult educators are also adult learners. Adults have many responsibilities in many contexts, such as at home, in school, and at the workplace. Sometime, adults wish to learn new things or try to enhance their skills, but they do not have time or do not have any opportunity to do so. Research and literature in adult education show that adults are usually self-directed in their learning. This Self-Directed Learning Project will allow you to take better charge of your learning by managing your learning journey. You will design your own learning project and sustain the learning process that best suits you from the beginning of the semester until the end of the semester. There are three parts in this project:

- **Step 1** (Planning) **Due 1-28-08**; 5 points
  - o Develop your Self-Directed Learning Project plan.
  - o Include the following components in your plan
    - Name
    - Project Title and Information

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- Project Goal
- Learning Objectives
- Learning Resources and Strategies
- Criteria for Accomplishment
- Bibliography

Assignment #4-1 Grading Rubric			
Area	Possible Points	Actual Points	Comments
Organization (including APA)	2		
Content	3		
<b>Total</b>	<b>5</b>		

- **Step 2** (Mid-Term Project Report) **Due 3-03-08**; 5 points
  - Write a two-page report of your mid-term project that summarizes:
    - How your project is going. Reflect on your Learning Resources and Strategies.
    - What you have been able to do for your project so far. Reflect on your Project Goal.
    - What you have learned so far from your project.

Assignment #4-2 Grading Rubric			
Area	Possible Points	Actual Points	Comments
Organization (including APA)	2		
Content	3		
<b>Total</b>	<b>5</b>		

- **Step 3** (Reflective Evaluation) **Due 4-14-08**; 10 Points
  - Write a four-page reflection paper on your Self-Directed Learning Project. Answer these questions:
    - What did you learn from your project?
    - Did you accomplish your learning goals?
    - How did you accomplish your learning goals? Support your argument by stating your evidence.
    - How was your overall experience of the project?
      - What went well in your project?
      - What needed to be changed?
    - How well did you do?
      - What grade would you give yourself on this project? Justify why you think you deserve that grade.
        - Note that your grade for this project may be higher or lower than the one you state. It depends on the instructors' determination of how well you documented your project and accomplished your learning goals.

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Assignment #4-3 Grading Rubric			
Area	Possible Points	Actual Points	Comments
Organization (including APA)	3		
Content	4		
Links to Literature	3		
Total	10		

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### 5. Teaching Segment on Frame (Group Presentation) [Due 4-21-08 or 4-28-08; 20 points]

You will be a member of one of four small groups. Each group will be responsible for teaching "Adult Learning and Instruction" using one of the four lenses (Educator, Learner, Process, and Context) that are covered in this class. This will reinforce what we learned this semester using the Method lens. Each group will be responsible for developing lesson plans, handouts, and innovative activities including a one-hour teaching segment. Each group teaching segment and all written information should include the following documents:

- Overview of purpose and objectives
- Handouts
- Citations (APA)

Assignment #5 Grading Rubric			
Area	Possible Points	Actual Points	Comments
1. Content, including Handouts and APA	7		
2. Organization of presentation	5		
3. Active engagement of learners	3		
4. Integration of course topics, literature, and concepts	5		
<b>Total</b>	<b>20</b>		

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## 6. ADDIE/Training Curriculum Design [Due 5-02-08; 25 points]

The purpose of this assignment is to give you experience conducting instructional design using the ADDIE Model. ADDIE is an instructional systems design acronym that summarizes the major tasks in instructional design:

- A** Analyze
- D** Design
- D** Develop
- I** Implement
- E** Evaluate

The training demands of the post World War ii military served as the catalyst for devising the ADDIE training system. These steps of analysis, design, develop, implement and evaluate provide a framework for systematic instructional design that was used to help military personnel know and perform their jobs (Allen & Swanson, 2006). The military invested research and development around the ADDIE process and provided a conceptual framework for training that remains dominant today. Since that time major corporations have adopted the ADDIE model, and it has been revised and updated to better meet needs of dynamic organizations.

Your task for this assignment will be to develop the curriculum of your choice, using the ADDIE model. The assignment should incorporate documentation of the ADDIE design as well as justification of your steps and decisions according to relevant literature.

Format for assignment:

1. Analyze and determine what instruction is needed
2. Design instruction to meet the need
3. Develop instructional materials to support system requirements
4. Implement the instructional system
5. Build in evaluation at every step of the process (Allen, 2006, p. 435)

Assignment #6 Grading Rubric			
Area	Possible Points	Actual Points	Comments
1. Analyze and determine what instruction is needed	4.0		
2. Design instruction to meet the need, including facilitation guide	4.0		
3. Develop instructional materials to support system requirements	4.0		
4. Implement the instructional system	4.0		
5. Build in evaluation at every step of the process	4.0		
6. Justify your steps and decisions using relevant literature	2.5		
7. Quality of presentation (writing, organization, APA citations)	2.5		
<b>Total</b>	<b>25.0</b>		

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

Allen, W. C., & Swanson, R. A. (2006). Systematic training—straightforward and effective. In W. C. Allen (Ed.) *Advances in Human Resource Development: ADDIE training system revisited*, 8(4), 427-429.

Allen, W. C. (2006). Overview and evolution of the ADDIE training system. In W. C. Allen (Ed.) *Advances in Human Resource Development: ADDIE training system revisited*, 8(4), 430-441.

## Chronological Calendar of Assignment Due Dates\*

Learning Opportunities	Due Date
<b>Assignment #1:</b> Instructional Tips	Ongoing
<b>Assignment #4:</b> Self-Directed Learning Project Proposal	1-28-08
<b>Assignment #4:</b> SDLP Mid-Term Progress Report	3-03-08
<b>Assignment #2:</b> Critique of Training Program	3-17-08
<b>Assignment #3:</b> Presentation on Effective Instruction	4-07-08
<b>Assignment #4:</b> SDLP Reflective Evaluation	4-14-08
<b>Assignment #5:</b> Group Teaching Segment	4-21-08 or 4-28-08
<b>Assignment #6:</b> ADDIE/Training Curriculum	5-02-08
<b>Final Submission Date for ALL work (non-negotiable)</b>	<b>5-02-08 11:55 PM</b>

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