

# EADU 7020

## Adult Learning and Instruction

University of Georgia  
Department of Lifelong Education, Administration, and Policy  
Adult Education Program  
Summer Extended Session, 2005  
Wednesdays, 3:30-9:15 PM and on WebCT  
129 River's Crossing

### 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).*

## **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.

F. Framework for Course	
<b>Educator</b> Beliefs Values Philosophy Knowledge Reflective Practice "You are the Instrument!"	<b>Learner</b> Participation and Motivation Learning Style Andragogy Self-Directed Learning Experiential Learning Cognitive Development
<b>Learning Process</b> The process of change The spiritual connection to learning The affective and emotional aspects of learning The physical, somatic aspects of learning The transformative nature of learning	<b>Context</b> The situatedness of learning Positionality and learning Environment and learning (workplace, social action, formal, informal, etc.) Critical perspectives on learning Multicultural issues Global issues
<b>Program Design and Delivery</b> The instructional techniques that tie the educator, learner, learning process, and context together.	

## 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 a constructive, and democratic learning community.
2. You are expected to use the skills of inquiry, dialogue, and action learning to accomplish our goals and objectives and when discussing issues whether on WebCT or in F2F (face-to-face) sessions.
3. Each class session will include a balanced exploration of theory and practice through discussion, "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. It will contain new information and returned assignments. You will have the folder to work with during class. At the end of each class the folder is returned to Laura with any assignments and/or comments you have.
5. 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.
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. There will also be a midpoint evaluation to assess our process on a more formal level.

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.

## 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.

## C. UGA Academic Honesty

**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 students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

## D. Attendance Policy

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, I do recognize that all of you have complex lives and other responsibilities intrude on your attendance from time to time. Based on these realities, here is the attendance policy:

- 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.
- It is expected that you will:
  - Prepare for all class sessions
  - Attend all class sessions
  - Arrive on time for class (at start and following breaks)
  - 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

- If you must miss class, please let Laura know in advance so that she 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.
- If you must miss more than one class 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 an acceptable substitute
  2. take it next time it is offered
- Chronic absences and tardiness will negatively impact your final grade.
- The class schedule is as follows:

Week	Date	Format
1	5-18-05	F2F
2	5-25-05	F2F
3	6-1-05	F2F
4	6-8-05	F2F
5	6-15-05	WebCT
6	6-22-05	F2F
7	6-29-05	F2F
8	7-6-05	WebCT
9	7-13-05	WebCT
10	7-20-05	WebCT
11	7-27-05	WebCT
12	8-3-05	WebCT

## E. General Writing Guidelines for 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. There is some guidance on the website, but it is also advisable to purchase the APA 5th Edition style manual.
- 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.
- You may submit paper or electronic versions of your work. **I will not accept electronic versions unless they are posted to WebCT** (either via the dropbox or WebCT email). In other words, do not mail them to my regular UGA email account.
- Do not use slipcover or protector pages on 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 or the 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.
  - 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

Grading Standards	
Grade	Points
<b>A</b>	90 to 100
<b>B</b>	80 to 89
<b>C</b>	70-79
<b>D</b>	Problems
<b>F</b>	Big Problems
<b>I</b>	My policy is not to give a grade of "I" (incomplete), except in the rare case of a medical emergency. You should turn in whatever you have written by and your grade will be based on that document.

# III. Assignments

## A. Books and Readings

### Required Readings

1. Merriam, S. B. (Ed.). (1993). *An update on adult learning theory. New Directions in Adult and Continuing Education*, No. 57. San Francisco: Jossey-Bass.
2. 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.
3. Lawson, K. (1998). *The Trainer's Handbook*. San Francisco: Jossey-Bass/Pfeiffer.
4. Readings available via WebCT

### Recommended Readings

1. Merriam, S. B., & Caffarella, R. S. (1999). *Learning in adulthood*. San Francisco: Jossey-Bass.
2. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

## 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.

Assignments Summary			
Assignment	Due Date	Possible Points	Actual Points
1. Instructional Strategy	As Assigned	10	
2. Telling Your Story	6-01-05	20	
3. Interview of Adult Learners	6-29-05	20	
4. Adult Learning Theory Research Paper	7-06-05	20	
5. Critique of Adult Learning Programs	7-20-05	20	
6. Learning and Instruction Portfolio	7-27-05	20	
7. Presentation on Adult Learners	8-03-05	10	
<b>Total</b>		<b>120</b>	<b>100</b>
Note: Total points must equal 100. You may do 3 out of 4 of numbers 2, 4, 5 or 6			

## C. Description of Course Assignments

### 1. Instructional Strategy [due as assigned; 5 points]

Learning about and experiencing various instructional strategies that work well with adult learners is important to developing your skill as an adult educator. Depending on class size, individuals or pairs will be responsible for researching, documenting, and modeling an instructional strategy that is effective with adult learners. The modeling will be done either in a F2F class or on WebCT, depending on the week you are scheduled. The instructional strategy should be short, taking no longer than 15 minutes. Dates for strategies will be assigned at the beginning of the semester. Refer to the template for presentation guidelines (separate attachment). Your presentation and written information should include:

1. Overview of purpose and objectives
2. Facilitation guidelines
3. Use considerations
4. Modeling of the intervention (participative!!)
5. Citation(s)

You will be evaluated on successfully executing the strategy and providing an electronic copy of the facilitation information. All strategies will be posted on WebCT for your reference as an instructional toolbox.

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### 2. Telling Your Story [due June 1; 20 points]

Effective educators spend time in reflection and self examination to challenge their thinking and actions. This assignment gives you a chance to examine your story as an educator. Steps:

1. Read the "Self as Teacher, Teacher as Self" chapter in *Becoming an Authentic Teacher* by Patricia Cranton (2001) (this will be provided).
2. Complete Exercises:
  - a. Complete Exercise 4.1 on page 46 (this will give you some ideas for telling your own story).
  - b. Complete Exercise 4.2 on page 49 to examine finding your "authentic voice as teacher." It would benefit you if you could share your findings with someone who knows you and is willing to provide feedback.
  - c. Complete Exercise 4.3 on page 52 to explore the type of teacher you are NOT.
3. Write a paper following these guidelines:
  - a. Introduction
  - b. Description of your "authentic voice as a teacher." What are your beliefs as an educator? Is there anyone who you admire as an authentic teacher?
  - c. Description of your teaching experience.
  - d. Comparison of your "authentic voice as a teacher" and your experience as an educator. Your comparison should include theorizing against the literature with no fewer than five scholarly references.
  - e. Conclusion
  - f. References

Assignment #2 Grading Rubric	
Area	Points
Organization (including APA)	5
Content	7
Links to Literature	8
<b>Total</b>	<b>20</b>

### 3. Adult Learner Interviews [paper due 6-29-05; 20 points]

One way to bring some of the literature on adult learning "alive" is to talk with adults about what, where, how, and why they learn. This assignment is designed to provide the opportunity to learn more about adults as learners from the perspective of the learner. This assignment has two parts:

1. individual (paper)
2. group presentation (thoroughly discussed under number 4~generally it will be a synthesis of individual interview findings).

#### Guidelines:

1. You should interview two adult learners and document your findings in a paper due **June 29, 2005**.
  - o Identify and obtain the cooperation of two adults of any age, males or females:
    - One of the learners should be an "in-school" adult.
    - The other learner should be an "out-of-school" adult. (Too often we think of learning in formal settings, but most adult learning is done out-of-school in informal settings).
    - Do not select someone from our class or the UGA AdEd or HROD programs.
    - Inform the persons of the purpose of your interviews and assure them that you will use a pseudonym with any information you share with others.
    - It is recommended that you tape the interviews so you will not have to concentrate on taking notes during the interview.
2. Come to class on **May 25, 2005** with some sample questions you think would be informative for such interviews. You will have time to discuss the questions with your teammates. Note that you will be conducting semi-structured interviews, which means that there will be questions that you pose your interviewees as well as the opportunity to probe with unique questions you deem important in the interview. We will discuss interview procedures in class
3. To prepare for writing the paper, reflect on what you learned from the interviews. Did the information confirm or contradict what you know about adult learning? Was anything surprising? What are some possible implications for adult learning?
4. Write a short paper highlighting and discussing key themes you heard in your two interviews. Discuss the most poignant findings for adult learning. This paper should be typed, double-spaced, and APA-style. It is due on **June 29, 2005**. Your paper should include:
  - Introduction

- Description of data collection process
  - Description of learners
  - Description of findings
  - Analysis of findings according to literature
5. Prepare a presentation with your group to be shared on **August 3, 2005**. You should plan to meet with your group to plan the presentation prior to the due date of the presentation.

You will be evaluated based on how well you follow the guidelines for the assignment and writing (presented under course methods and policies).

Assignment #3 Grading Rubric	
Area	Points
Organization (including APA)	5
Content	8
Links to Literature	7
<b>Total</b>	<b>20</b>

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#### 4. Adult Learning Theory Research Paper [due 7-06-05; 20 points]

The purpose of this assignment is for you to engage academically with one of the theories of adult learning or instruction. You should research the theory of your choice, citing no fewer than 10 scholarly sources. A scholarly source is a peer-reviewed research journal such as *Human Resource Development Quarterly*, *Adult Education Quarterly*, *Human Resource Development Review*, *The International Journal of Lifelong Education*, etc. To a limited extent, you may also use academic text books as sources. The paper should include the following:

1. Introduction
2. Search strategy
3. Overview of the theory
  - Summaries of research reviewed
  - Critiques of the research or theory
4. Implications for practice
5. Implications for research
6. Conclusion
7. Bibliography following APA 5th Edition Citation rules

The paper will be graded according to the writing guidelines set forth in the Methods and Policies Section of the Syllabus. In addition the paper should include:

- at least 10 sources with correct citations
- an organized and cogent presentation of your theory

- o summaries and critiques of the theory, research and practice
- o linkages between the theory and practice
- o APA compliance

<b>Assignment #4 Grading Rubric</b>	
<b>Area</b>	<b>Points</b>
Organization (including APA)	5
Content	7
Links to Literature	8
<b>Total</b>	<b>20</b>

### 5. Critique Two Adult Education Instructional Programs [Due 7-20-05; 20 Points]

The purpose of this assignment is to give you a chance to apply adult learning and instruction principles to practice. You should attend 2 adult instructional programs of your choice, and evaluate and compare them. Pay particular attention to the framework for this class (educator, learner, learning process, context, program design and development). You should write a critique of each program that briefly summarizes the content and thoroughly critiques the facilitation and design of the session.

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

1. List days and hours you observed each 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. Evaluate the quality of the program for adult learners.
5. Describe the relevance of materials to the program presentation.
6. Assess 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
7. Provide your reaction to the program
8. Provide suggestions for modifying or improving the content, delivery, adult learner sensitivity, etc.
9. Compare and contrast the programs
10. Cite relevant literature

Assignment #5 Grading Rubric	
Area	Points
Organization (including APA)	5
Content	8
Links to Literature	7
<b>Total</b>	<b>20</b>

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## 6. Adult Learning and Instruction Portfolio [due 7-27-05; 20 points]

To further develop the individual skills of reflective practitioners and deepen your understanding of your own learning, you should develop a portfolio. The material in the portfolio should represent your self-directed journey in pursuing information about adult learning and instruction throughout the semester. This is neither a private diary nor therapy exercise. The following is a description of a UGA alumna, Dr. Vivian Mott on learning portfolios:

*The purpose of a LEARNING AND REFLECTION PORTFOLIO is for you to have an opportunity to discover, collect, think about, and share artifacts which aid you in your learning and personal development. As we begin to think about how we learn, or why we are motivated to persist in school, we frequently find examples in daily life about these processes. For example, when we are learning about the many different ways in which adults learn, we may read about or observe an instructional method or strategy that illustrates a particular point, an advantageous method, or less than beneficial experience. Or, we may reflect on the ways in which we teach or work with adult learners in their own workplace. Something in our homes, workplace, church/synagogue, or community may make us think more seriously about a developmental issue or lesson. We may see a film, read a newspaper article, observe someone, think a thought, interact with someone, or find an object which stands out as an example of our own learning and development, or that of others whom we interact. The more conscious we are about our thinking about the process, the more we benefit, learn, and grow. The portfolio exercise prompts that awareness and is a means to encourage you. Physically, a portfolio may be a binder, a box, collage, journal, computer file, notebook or anything else you choose to collect and store the numerous items in the portfolio. For our purposes in this class, it must be organized and the organization of the portfolio must be made very clear to the instructor. You may include anything you feel is appropriate to your own learning and development and your thinking process about those issues. This might include pictures, poems, cartoons, articles, notes about films, books, experiences, conversations, etc... The more you think about your portfolio, the more readily you'll find examples to include. Most importantly, ENJOY! (Source: Dr. Vivian Mott, UGA AE)*

Portfolios are not limited or restricted to the following types of information:

- Descriptions of the relationship of what you are learning to personal experiences
- Evidence that you are pursuing the topics and issues emerging in the course outside class
- Positive and/or negative reactions to the readings, guest speakers, ideas, etc...
- Evidence that you are reading beyond the requirements
- Evidence of questions that continue to pester you
- Discovery of new themes and connections that alter or readjust old perceptions about learning
- Evidence that you are reflecting on and reacting to ideas of others in the class
- Discuss new insights that changed your point of view about adult learning
- Unique conclusions
- You will present the content of your portfolio during the last week of the semester.

The portfolio should be a creative endeavor, chronicling your developing understanding of yourself as an adult educator. It should include:

1. A creative rendering of your understanding of yourself as an adult educator.
2. A reflection paper on what distinguishes you as an adult learner. It may include:
  - Reflections on what distinguishes you as an adult learner.
  - Identification of the processes under which you learn best as an adult learner.
  - Descriptions of your experiences, learning, and insights related to how you've learned, changed and grown as an adult.
  - Your experiences (the good, the bad, the ugly) as an adult learner.
  - Adult learning and instruction literature that helps explain yourself as an adult learner
  - A discussion of how you like to learn including where and why. Provide clear linkages to the literature.
  - A discussion of a change you made (or attempted to make-we learn lots from failures!) in adulthood and the learning associated with the change. This section might include:
    - The change (goal if you had one)
    - Why it was important to you
    - Specific strategies you used to achieve your goal
    - The system you used for appraising and measuring your progress if applicable
    - A summary of your progress in managing your individual change process
    - An assessment of the effectiveness of the strategies you selected
    - Concepts from the literature to theorize your experience from an adult learning perspective
    - An assessment of how successful you were at maintaining the change goal and a discussion about why you were or weren't successful
  - Advice for instructors who are working with you as an adult learner. What should she or he know in order to be sensitive to your needs, style, characteristics, and idiosyncrasies?

3. A one page (single spaced) statement of your philosophy as an adult educator. The philosophy should capture the essence of your beliefs, values and theoretical orientation toward teaching adults (note, you may want to include your "telling your story" paper here).

Note: These papers will be completely confidential

Assignment #6 Grading Rubric	
Area	Points
Organization (including APA)	5
Advice for your instructors	5
Discussion of themes/insights	5
Philosophy	5
<b>Total</b>	<b>20</b>

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### 7. Presentation on Adult Learners (Group Web Presentation) [Due 8-3-05; 10 points]

This is part two of the Adult Learner Interviews assignment described under assignment number 2. The class will be divided into groups. Each group should meet at least once outside of class prior to turning in the presentation to prepare a web-based presentation that synthesizes and highlights the information gleaned from the interviews of the entire group.

#### Steps:

1. Meet with your group to discuss the findings of your interviews. It would be helpful to share with the other students the ages, sex, present work, formal education history, and work history of each interviewee. You may also want to exchange papers. Reflect upon what you learned from the interviews. Did the information confirm or contradict what you know about adult learning? Was anything surprising? What are some possible implications for adult learning?
2. Develop the presentation and supporting materials.
3. Present the highlights of your of your group analysis via WebCT to the full class on **August 3, 2005**.

**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 interviews
2. Offer some conclusions:
  - o Similarities
  - o Differences
  - o Instructional strategies

- Challenges
  - 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.

**Evaluation Criteria (points each):**

1. Themes and integration with course content
2. Presentation
3. Organization

<b>Assignment #7 Grading Rubric</b>	
<b>Area</b>	<b>Points</b>
Organization (including APA)	2.5
Themes/course integration	5.0
Presentation	2.5
<b>Total</b>	<b>10</b>