

EADU 7020
Adult Learning and Instruction
Fall Semester 2009

Instructor:

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Course Description:

This course will include but is not limited to material about learning theories in Adult Education, 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.

Additional Readings will be provided as handouts in class.

Course Structure and Policies:

This class is structured as a seminar-style class facilitated via methods such as mini-lectures, film/video, and large/small group discussion. Students are expected to actively participate in both individual and group learning activities. You are expected to attend all classes and provide

the instructor with advanced notice of any absences. If you think you will miss more than 1 class session, you should consider enrolling at a later date.

You are expected to complete all assigned readings and turn in HARD COPIES of written assignments on the due date, unless specified otherwise. Please let me know if there are any circumstances that will inhibit your full participation in this course.

Persons with Disabilities:

I am committed to assisting any student who is in need of special assistance due to any type of disability (whether visible or invisible). Please take the time to discuss any concerns with me early in the semester (preferably during the first class meeting) so that we can work together to make the necessary accommodations. You may also choose to contact the UGA’s Disability Services at 706-542-8719.

Academic Honesty:

It is expected that all students will abide by UGA’s Academic Honesty Policy. All academic work must meet the standard contained in “A Culture of Honesty.” Each student is held responsible for informing themselves about those standards before performing any academic work. Please visit the following website for more information:

www.uga.edu/iws/facultyresources/CourseSyllabusPolicy.pdf.

UGA Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.”

Assignments and Grading Process:

<u>Graded Elements</u>	<u>Points</u>	<u>Due Date</u>	<u>_____</u>
Active Participation	15	ongoing	
Instructional Strategies	15	ongoing	
Reflection Papers	20 (10 each)	9/8 & 11/3	
Midterm Adult Learning Theory Paper	25		10/6
<u>Final - Adult Learning Observation</u>	<u>25</u>	<u>12/1</u>	
<u>Total Points</u>	100		

Grading Standards:

A	100 to 96
A-	95 to 90
B+	89 to 86
B	85 to 83
B-	82 to 80
C+	79 to 76
C	75 to 73
C-	72 to 70
D+	69 to 66
D	65 to 61
D-	62 to 60
F	59 and below

(My policy is not to give a grade of “Incomplete” except in the rare case of an emergency.) All of your written assignments should be double-spaced and follow the APA Manual, 5th Edition.

Description of Assignments:

Active Participation (15 points – Ongoing): It is expected that you actively participate in this course. You will be evaluated on attendance, reading all assigned materials, and your critical, thoughtful contributions towards class discussions and other learning activities.

Instructional Strategies (15 points – Ongoing): This assignment allows you and another classmate to work together on designing and implementing an instructional strategy aimed at adult learners, while developing and enhancing your skills as an adult educator. You are responsible for researching, documenting and modeling an instructional strategy for adult learners (You will choose demographic). Your presentation will be evaluated on the basis of content, organization and facilitation, and active engagement of learners. This 15 to 20 minute presentation will be presented near the beginning of class (see signup sheet for date selection) and should include the following components:

- A. Purpose and goals of instructional strategy (Be certain to describe the context and target population).
- B. Guidelines for facilitating the strategy
- C. Handout(s)
- D. Demonstration that engages the class (Be creative!)
- E. Any references or citations

Reflection Papers (10 points each): You are to complete two short reflection papers no more than 4 to 6 double-spaced pages in length. The reflection topics are listed below. These topics may be changed with prior notice by the instructor. Please be prepared to discuss your reflection paper with fellow classmates.

Your reflection papers will be evaluated on the basis of the following: 1) Did you address the question? 2) Did you incorporate readings? 3) Is your paper well organized, clearly written in APA format?

Reflection Paper 1 due September 8, 2009 (Adult Learning Autobiography): 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.

Recall the formal, non-formal, and informal learning opportunities you have had as an adult. Those opportunities are divided into two groups, those you took advantage of and those you either passed up or did not follow through with after starting. Note factors that helped you to participate or to continue. Your adult learner autobiography should be 4 to 6 pages in length.

Reflection Paper 2 due November 3 (Philosophy of Adult Learning): At this point in the course, you have had ample opportunity to discuss and reflect on your philosophy of adult learning and instruction. How do you feel that the larger social context has impacted and shaped your philosophy as both an adult learner and educator. Which theories and concepts that we've covered thus far have had the greatest influence on you and your personal philosophy of Adult Learning? Why? Your reflection paper should be 4 to 6 pages in length.

Mid-Term Adult Learning Theory Paper (25 points): Your mid-term paper provides an opportunity to conduct independent research and critically engage with an adult learning theory of your choice (i.e., self-directed learning, transformative learning). Your paper should use no fewer than 8 scholarly references, such as peer reviewed journals (e.g., Adult Education Quarterly, New Directions in Adult and Continuing Education, International Journal of Lifelong Education, etc.). Your 8 to 10 page double-spaced paper should include the following:

- A. Introduction to the Paper
- B. Overview of the Theory and Its Components
- C. Synthesis of Relevant Research Literature
- D. Critiques of the Theory
- E. Conclusion
- F. Reference List (APA, 5th)

Please be prepared to discuss your papers in small groups on October 6 (Due Date).

Final Learning Project/Adult Learning Program Observation & Critique (25 points): This assignment requires that you visit and complete two observations in two different adult learning settings of your choice that is not related to your work or the University of Georgia. Examples include, but are not limited to, a course on gardening, a GED class, a Book Club meeting, religious education class, home improvement class, etc. You should observe for a minimum of one hour in each setting and take detailed field notes of your experience. Your paper that addresses both visits should be 10 to 12 pages in length, double-spaced in APA format.

Option 2: Conduct an interview with an adult learner. Explore the motivation, participation trends, self-direction, and significant life experiences that led to the learning event for the selected interviewee. Your paper should include a transcript of the interview along with your analysis of the interview using relevant adult learning literature. Your paper should be 10 to 12 pages in length, double-spaced in APA format.

You will be evaluated on paper organization, the content above AND use of relevant adult learning literature. This assignment is due November 24th.

Schedule of Classes

Week 1 – August 17

Introduction of Class, Instructor, Review of Texts, Syllabus, Mini-Lecture

Video: Facilitating Adult Learning DVD Interview

No readings due tonight

Introduction to Learning and Instruction

Week 2 – August 24

Text readings:

Mackeracher – Assumptions about Learning (pp. 3 – 22)

Merriam – An Update on Transformational Learning (pp. 15 – 24) Lisa M. Baumgartner

Video: Facilitating Adult Learning DVD Interview

Other required readings

Theoretical Considerations; Aspects of Learning

Week 3 – September 1

Text readings:

Mackeracher – Assumptions about Adult Learners (pp. 23 – 52)

Merriam – Andragogy and Self-Directed Learning: Pillars of Adult Learning Theory (pp. 3 – 14) by Sharan B. Merriam

Film Viewing & Activity

Other required readings

Week 4 – September 8

Text readings:

Mackeracher – Cycles in Learning (pp. 53 – 70)

Merriam – Informal and Incidental Learning (p 25-34) by Victoria J. Marsick, Karen E. Watkins

Other required readings

Reflection Paper 1 Due

Week 5 – September 15

Text readings:

Mackeracher – Styles in Learning (pp. 71 – 91)

Merriam

Other required readings

Week 6 – September 22

Text readings:

Mackeracher – Brain and Mind in Learning (pp. 92 – 122) (on cognition)

Merriam – The Brain and Consciousness: Sources of Information for Understanding Adult Learning (pp. 73 – 82) by Lilian H. Hill

Other required readings

Week 7 – September 29

Text readings:

Mackeracher – Emotions and Motives in Learning (pp. 123 – 138) (on the affective learner) Merriam
– The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning
(pp. 63 – 72) John M. Dirkx

Other required readings

Week 8 – October 6

Text readings:

Mackeracher – Skilled Performance in Learning (pp. 139 – 150) (on physicality; the embodied learner)

Other Required Readings

Midterm Exam Due

Video

Week 9 – October 13

Mackeracher – Relationship in Learning (pp. 151 – 171)

Merriam – A New Look at Women's Learning (pp. 35 – 42) by Elisabeth R. Hayes

Other required readings

Week 10 – October 20

Text readings:

Mackeracher – Spirit and Soul in Learning (pp. 172 – 185) (on the transcendent learner)

Merriam, Chapter 7 – The Power of Feelings

Film Viewing

Other required readings

Week 11 – October 27

Text readings:

Mackeracher – Environment and Context in Learning (pp. 186 – 205)

Merriam – Context-Based Adult Learning (pp. 43 – 52) by Catherine A. Hansman

Other required readings

Facilitating Learning; Computer Assisted Instruction

Week 12 – November 3

Text reading:

Mackeracher – Strategies and Styles in Facilitating (pp. 206 ff)

Other required readings

Reflection Paper 2 Due

Applied Learning & Instruction

Week 13 – November 10: Creative Approaches to Learning

Text reading:

Merriam – Off the Beaten Path: Some Creative Approaches to Adult Learning (pp. 83 – 92) by M. Carolyn Clark

Learning for Labor (Labor Education)

Other required readings

Week 14 – November 17:

Text Reading:

Merriam – Critical and Postmodern Perspectives on Adult Learning (pp. 53 – 62) by Deborah W. Kilgore

Other required readings

*****Thanksgiving Break: November 23 – 27*****

Week 15 – December 1: Learning for Justice/Learning for a Culture of Peace and Nonviolence

Text reading:

Merriam – Something Old, Something New: Adult Learning Theory for the Twenty-First Century (pp. 93 – 96) by Sharan B. Merriam

Final Learning Project Due

Note: This Course Syllabus is a general plan for the course. Changes may be announced to the class by the Instructor.