

**SYLLABUS<sup>i</sup>**  
**EADU 7020**  
**ADULT LEARNING AND INSTRUCTION**  
**Fall 2008**

**Instructor:** Dr. Robert J. Hill

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**Oasis Title:** Adult Lrg and Instr

**Course Call No.:** 43-908

**Class Location:** Room 62 – River's Crossing

**Class Dates:** Mondays, August 18 – December 8, 2008 (15 Weeks)

**Time:** 4:30 pm – 7:15 pm

**Course Description:** “Learning theories, models, and principles, and their application to the instructional process with adults.”

**Class Structure:** The course is designed as a seminar with discussions, videos, experiential/interactive work, and dialog with co-learners (students, instructor, and guest speakers by audioteleconferencing). The instructional methodology known as the **Reading Circle**, developed by the instructor, will play a key role in this class.

Because of the centrality of classroom participation, students will be expected to arrive on time to class and to remain for the full session. In the event of an absence, or if a portion of a class is missed, learners can submit one Freeloader Role Sheet from the Reading Circle materials. Upon a second absence, the missed time must be formally made up. At the initiation of the student, the instructor and student will negotiate the

mechanisms to accomplish this. Please contact the instructor prior to absences when possible.

Students will have the opportunity to chat online each week (a form of class participation) via WebCT. Please secure a MyID and learn to access WebCT as soon as possible.

There will be a brief mid-class break each week.

Please check your UGA email since this is a mechanism that I use to communicate with the class—not WebCT email. The professor is not responsible for missed correspondence when not received through your school account, nor when messages are returned with the information:

From: MAILER-DAEMON@uga.edu

Subject: Returned mail: Over quota

### **Required Texts:**

📖 Merriam, S. B. (Ed.). (2001, Spring). *The new update on adult learning theory*. New Directions for Adult and Continuing Education, Number 89. San Francisco: Jossey-Bass. (ISBN 0-7879-5773-9)

📖 Mackeracher, D. (2004). *Making sense of adult learning*. Toronto: University of Toronto Press. (ISBN 0-8020-3778-X)

📖 eReserve material; WebCT material; eMailed material; and class handouts

### **Achieving Success:**

In this seminar course, students should read all assigned materials and come to class prepared for dialog and depth discussion.

Assignments:

- (A.) **Read and reflect** on the materials prior to class
- (B.) **Meaningful participation** in each class session, including in both small group (Reading Circles) and large group (the entire class) discussions
- (C.) **Learning Project** – Due Week 7, October 6<sup>th</sup>
- (D.) **Reading Circle Portfolio** - Week 14, December 1<sup>st</sup>

### **Please note these important dates:**

- **Learning Project** (emailed to Instructor + one *Abstract* for each class member) and Class Presentation Due Week 7, October 6<sup>th</sup>
- **Portfolios** (Hard copy to Instructor in Class + one *Abstract* for each class member) Due Week 14, December 1<sup>st</sup>

## **MEANINGFUL PARTICIPATION**

Your active, prepared participation and critical reflection in relations to the readings, presentations, and materials is the very centerpiece of the class. Because of the centrality of classroom participation, students will be expected to arrive on time to class and to remain for the full session. In the event of an absence a student may submit one Freeloader Role sheet from the Reading Circle material. Any additional missed classes, or portions thereof, will require a Remediation Plan. At the initiation of the student, the instructor and student will negotiate the Plan. Please contact the instructor prior to absences when possible. At the end of the course, student marks will drop by one letter grade for each missed class (or class-portion) that has not been satisfactorily remediated.

## **LEARNING PROJECT** (Due Week 7, October 6<sup>th</sup>):

During the first two weeks of the semester, at the initiation of the student, the instructor will discuss with the student various individual or small group Learning Projects.

*Examples of Learning Projects:* (Note that a student would select *one* of these, or design one in consultation with the instructor). NOTE: *ALL Learning Projects require a written paper!*

**Learning Observations** – Observe 5 different settings where adult education (broadly conceived) is occurring in a group situation. Prepare a 12-15 page paper (1 ½ space, 1 inch margins, APA style) + a one page *Abstract* (to be shared in a strictly timed 10 minute presentation with the class on 10/15) that explores your observations and provides thick, rich descriptions of:

- How the learning was facilitated (instructional component)
- Full description of the learning environments
- Learner/participant involvements
- Instructor invitation for learner involvement
- The role of teacher/facilitator/instructor

Your analysis, comparing and contrasting the 5 observations, should flow from dialoging with the course material (readings), class discussions, and instructor's mini-lectures.

**Technology/Instructional Design Presentation** – This is an opportunity for you to learn an unfamiliar *instructional* technology and present it to the class. It might be a presentation in PowerPoint; the creation of a Webpage based on content areas of interest to you; WebCam; video- and audio streaming; etc. It should be designed so that you will actually teach *content* (disciplinary subject matter) to the class, as well as a brief explanation of the technology employed. You will also *describe* the instructional aspects of your project. Prepare a 12-15 page paper (1 ½ space, 1 inch margins, APA style) + a one page *Abstract* (to be shared in a strictly timed 10 minute presentation with the class

on 10/15) that explores of what you did and a description of the teaching methodology and learning theory behind your presentation.

**A Cultural Studies Analysis of Self-Directed Learning** – Self-directed learning formally emerged during a period in US history when the post- WWII population was faced with leisure time. It exploded on the scene with numerous “how-to-do” efforts, such as “Paint by Numbers” and “popular mechanics” magazines. A cultural studies analysis of the historical context of popular cultural would be revealing. The instructor will assist in developing a study to explore this avenue of research. Prepare a 12-15 page paper (1 ½ space, 1 inch margins, APA style) that explores your research project. + a one page *Abstract* (to be shared in a 15 minute presentation with the class on 10/15).

**Missing Aspects of Learning** – The spiritual, cultural, affective, kinesthetic, and diversity/social justice aspects of learning are not routinely explored in the field of adult and continuing education and HROD. With the help of the instructor, the student will propose a literature-based research project that investigates some heretofore missing aspect of adult learning. Prepare a 12-15 page paper (1 ½ space, 1 inch margins, APA style) that explores your research project. + a one page *Abstract* (to be shared in a 15 minute presentation with the class on 10/15).

**Video or Movie Analysis** – Videos or Movies often show various aspects of adult learning. Some are explicit, such as *Children of a Lesser God*, while the message is more cryptic in other films, such as *The Song Catcher*. Select a recent or classic film and explore it for themes and values from this course (so far), such as:

- How the learning was facilitated
- The role of the environment in learning
- Learner/participant involvement
- Instructor invitation for learner involvement
- The role of teacher/facilitator/instructor;

Your analysis should flow from dialoging with the course material (readings), class discussions, and instructor’s mini-lectures. Prepare a 12-15 page paper (1 ½ space, 1 inch margins, APA style) + a one page *Abstract* (to be shared in a strictly timed 10 minute presentation with the class on 10/15) that describes our research project.

NOTE: *If you show a Power point presentation, please limit your work to 8 – 10 slides. If you are showing a video clip, please limit the viewing time to 4 minutes.*

These are just a few ideas to get your creative mind stimulated.

## **READING CIRCLE PORTFOLIO (Due Week 14, December 1<sup>st</sup>)**

Most weeks, after the first one, students will prepare a *Reading Circle Role Sheet* based on that week’s readings and the roles you have selected. See WebCT for printable copies of the appropriate *Reading Circle Role Sheets*, which will also be provided the first week

of class as hardcopies. [Note that one of these may be the role of “Freeloader.” All *Reading Circle Role Sheets* should be compiled into a Portfolio, including the Freeloader.

The Portfolio should have a ten page introduction (essay) plus a one page *Abstract* that reports on the intellectual, emotional, and/or spiritual growth that has occurred during the class, and all *Reading Circle Role Sheets*. This is due on December 1<sup>st</sup> and will be returned December 8<sup>th</sup>. The Abstract, distributed on December 1st will be shared in a 5 minute presentation with the class on December 8<sup>th</sup>)

**Course Evaluation:**

Class Participation 30%	Learning Project 35%
Reading Circle Portfolio 35%	
<b><u>GRADING:</u></b>  (See below)	

**Please see Appendix 1 for Plus/Minus Grading Notes**

**Please see Appendix 2 for the Grading Rubric Employed in this Class**

**Please see Appendix 3 for:**

- Academic Integrity Policy (Academic Honesty)**
- Academic Citizenship**
- Access for Differently-Abled Students**
- Academic Calendar**
- Approval For Research Involving Human Subjects**

## APPENDIX 1 Plus/Minus Grading Notes

For the official policy, please see: <http://bulletin.uga.edu/PlusMinusGradingFAQ.html>

The plus/minus grading system is the official grading system approved by the Board of Regents. *It is the only grading system approved for the University of Georgia.*

All grades throughout a three-year period beginning Fall 2006 will be provided in this plus/minus grading system.

The assignment of grades in a course is *the responsibility of the instructor*. The new plus/minus system provides more grade options, but *how those options are used is the decision of the instructor*.

Letter grades will correspond to the following (note that there is no A+ in the UGA system!):

A	= 4.0
A-	= 3.7
B+	= 3.3
B	= 3.0
B-	= 2.7
C+	= 2.3
C	= 2.0
C-	= 1.7
D	= 1.0
F	= 0.0

I have assigned the following point system to correspond to the Letter grade plus/minus options:

<b>A</b>	<b>= 100 - 93</b>
<b>A-</b>	<b>= 92 - 90</b>
<b>B+</b>	<b>= 89 - 86</b>
<b>B</b>	<b>= 85 - 83</b>
<b>B-</b>	<b>= 82 - 80</b>
<b>C+</b>	<b>= 79 - 76</b>
<b>C</b>	<b>= 75 - 73</b>
<b>C-</b>	<b>= 72 - 70</b>
<b>D</b>	<b>= 69 - 61</b>
<b>F</b>	<b>= &lt; 60</b>

## APPENDIX 2 Grading Rubric

Emerging Knowledge	Proficient Knowledge	Exemplary Knowledge
<p><b>High Range 82-80</b> <b>Low Range 79-76</b></p> <p><u>Knowledge (60%)</u> The participant demonstrates minimal knowledge. The Portfolio and MidTerm show partially correct information. Writing reflects, at best, a superficial understanding of the topic.</p> <p><u>Organization (20%)</u> Disorganized to poorly organized. Logic not clear or flawed. No or few segues that allow for flow of thought.</p> <p><u>Orthography (10%)</u> Many errors in spelling, punctuation, capitalization, subject-verb agreement. Appears to not have been proof read.</p> <p><u>APA 5<sup>th</sup> (10%)</u> Author appears to have little understanding of APA 5<sup>th</sup> Style Manual.</p>	<p><b>High Range 89-86</b> <b>Low Range 85-83</b></p> <p>The participant demonstrates satisfactory knowledge. The Portfolio and MidTerm show knowledge of details, for the most part. The responses reflect a good <i>basic</i> understanding of the topic.</p> <p><u>Organization (20%)</u> Loosely organized and structured. Logic sustained throughout. Segues that allow for flow of thought present. Flow of thought obvious and clear.</p> <p><u>Orthography (10%)</u> Few errors in spelling, punctuation, capitalization, subject-verb agreement. Appears to have been proof read with occasional misses.</p> <p><u>APA 5<sup>th</sup> (10%)</u> Author appears to have adequate understanding of APA 5<sup>th</sup> Style Manual. Some of the more complex points missed.</p>	<p><b>High Range 100-93</b> <b>Low Range 92-90</b></p> <p>The participant demonstrates extensive knowledge. The Portfolio and MidTerm show knowledge of details that are extensive and accurate. The responses show an <i>unusual</i> depth of understanding of the topic.</p> <p><u>Organization (20%)</u> Expertly organized and structured. Logic beyond criticism. Judicious use of segues allowing for easy of reading. Masterfully crafted piece.</p> <p><u>Orthography (10%)</u> No errors in spelling, punctuation, capitalization, subject-verb agreement. Shows skill in care in proof reading.</p> <p><u>APA 5<sup>th</sup> (10%)</u> Author appears to have expert understanding of APA 5<sup>th</sup> Style Manual. Highly complex points fully grasped.</p>

## APPENDIX 3

### Additional Notes:

#### **Academic Integrity Policy (Academic Honesty), Academic Citizenship, and Access for Differently-Abled Students, Academic Calendar, and Approval For Research Involving Human Subjects**

##### **Academic Integrity Policy (Academic Honesty)**

Please refer to the UGA University Honor Code and Academic Honesty Policy. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

##### **Academic Citizenship**

The Department of Adult Education supports the directives of the President of UGA, the Faculty Council, and University policies on multiculturalism, diversity, and equal opportunity. The University of Georgia continues its **affirmative implementation of equal opportunity** to employees, students, covered contractors and vendors, and applicants for employment, admission, or contractor/vendor status. The University of Georgia will act in matters of employment, admissions, programs, services, and activities free of prohibited bias with regard to race, creed, color, sex, national origin, religion, age, veteran status, and disability. Furthermore, the University of Georgia will not maintain racially segregated facilities. Continuation of the above policies is consistent with applicable provisions of the Civil Rights Act of 1964, the Education Amendments of 1972, Executive Order 11246, Revised Order 4, the Vietnam Era Veterans Readjustment Act of 1974, the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990, as revised and/or amended, with implementing regulations. Accordingly, this institution will not discriminate in employment, admissions, programs, services, or activities with regard to any position for which the applicant, employee, or student is qualified and will make reasonable accommodation for covered limitations.

Additionally, the University Council, on April 25, 1991, passed the following resolution, "The University of Georgia strives to maintain a campus environment where all decisions affecting an individual's education, employment, or access to programs, facilities, or services are based on merit and performance. Irrelevant factors or personal characteristics that have no connection with merit or performance have no place in the University's decision-making process. Accordingly, it is the policy of the University of Georgia that an individual's sexual orientation is an irrelevant factor and shall not be a basis for making decisions relating to education, employment, or access to programs, faculties, or services. Any employee of the University of Georgia who believes that he/she has been harassed or discriminated against because of sexual orientation should contact his/her immediate supervisor, the Employment and Employee Relations

Department of the Human Resources Division, or the Equal Opportunity Office for appropriate action. Any member of the University community may also call upon the Equal Opportunity Office for counseling and advice....”

The Affirmative Action Plan implementing the above body of law, regulation, and policy is administered by the Director of the UGA Equal Opportunity Office at 3 Peabody Hall, Athens, Georgia 30602-1622. Questions and complaints may be directed to that address. Telephone inquiries concerning this Plan may be directed to (706) 542-7912. Copies of the Plan are available for inspection in the Equal Opportunity Office and in the UGA Main Library during normal weekday working hours.

**Access for Differently-Abled Students**

The University of Georgia is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualification as determined by the University and state or federal authorities. *If anyone has special assistance needs due a physical condition, please feel free to discuss this with me before or after class.* The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

If you require “closed captioning” for videos and other visual media, please notify the instructor immediately since work requests for this may take several weeks to accomplish.

Attempts will be made to accommodate learners with disabilities. Learners with questions about disabilities should contact UGA Disability Services at <http://www.dissvcs.uga.edu/> or (706) 542-8719.

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**Academic Calendar**

(from: <http://www.bulletin.uga.edu/bulletin/univ/calendar.html#Fall2007> )

<b>Fall Semester 2008</b>	
Classes begin	Aug. 18, Monday
Holiday (Labor Day) – No Class	Sept. 1, Monday
Midterm	Week of Oct. 9
Fall Break	Oct. 31, Friday only
Holiday (Thanksgiving) – WOW!	Nov. 24-28, Mon. thru Friday
Classes Resume	Dec. 1, Monday

Classes End	Dec. 9, Tuesday
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### **Approval For Research Involving Human Subjects**

The University of Georgia requires prior approval for all research<sup>ii</sup> on human subjects, even as part of courses such as this. NO PORTION OF THIS COURSE requires research-based formal interviews or research instruments. Class projects/activities are based on casual conversations and explorations that would take place in the ordinary intercourse of daily living. Note for future reference: ALL FORMAL human subject research at UGA must have approval from the Institutional Review Board (IRB) before commencing the research. Depending on the complexity of the research, approval may take several weeks. Further information is available at:

<http://www.ovpr.uga.edu/hso/guidelist.html>

Note: This class will not require field research involving human subjects. For students' information, however, you may want to review the university's policies on this.

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<sup>i</sup> The *Syllabus* and *Study Guide* for EADU 7020, *Learning and Instruction* are presented ways of familiarizing students interested in the course with its typical content. The instructor may provide additional materials, or delete listed items, with advanced notice.

<sup>ii</sup> “Research” is defined at UGA as: “a systematic investigation that contributes to the larger body of knowledge of any given discipline. This includes collection of scholarly materials for theses and dissertations done by students, and investigations carried out by faculty and staff for publication and/or presentation.”