

SYLLABUS
EADU 7020
ADULT LEARNING AND INSTRUCTION

Instructor: Dr. Robert J. Hill

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Oasis Title: Adult Lrg and Instr

Course Call No.: 23-521

Class Location: Room 62 – River's Crossing

Class Dates: Monday's beginning August 21 – December 4, 2006

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 potential guest speakers by audioteleconferencing). 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 make up the missed time; the instructor and student will negotiate the mechanisms to accomplish this. Please contact the instructor prior to absences when possible.

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

Your active, prepared participation and critical reflection in relations to the readings, presentations and materials is the very centerpiece of the class.

Required Texts:

📖 Mackeracher, D. (2004). *Making sense of adult learning*. (2nd ed.). Toronto: Univ. of Toronto Press. [ISBN: 0-8020-3778-X, Winner, International Small Press Book Award, 1997.]

NOTE: the 2nd editon is required.

Not just for students in adult or higher education, *Making Sense of Adult Learning* is for anyone working with adults in any setting: business, industry, organizations, colleges, universities, and for training projects in any field, for workplace skills development and for professional updating.

Adult learning is at the core of all education, training and marketing projects. Learning is the inseparable heart of human experience.

Understanding how adults learn and applying that expertise to practical everyday situations and relationships is like flinging open a window to self-understanding.

Professor Mackeracher, retired professor of adult education, University of New Brunswick, is widely known for co-editing the classic, *Adult Learning Principles and their Application to Program Planning* (Ministry of Education, Ontario 1980), setting the standard for adult education practices in training and professional development. Now in its seventh printing, MacKeracher's *Making Sense of Adult Learning* is destined to become another classic. It is widely used in Canadian and American colleges and universities, as well as in a wide variety of educational programs in the business and corporate world.

📖 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. [ISBN: 0-7879-5773-9 Paperback, 112 pages]

“A companion work to 1993's popular *An Update on Adult Learning Theory*, this issue provides the adult learning educator with the latest developments, significant research, and continuing scholarship in andragogy and self-directed learning. Exploring a variety of frameworks, including context-based learning, informal and incidental learning, somatic learning, and narrative learning; the authors analyze recent additions to well-established theories and discuss the potential impact of today's cutting-edge approaches. Revised models of theories introduced in the 1993 edition, such as women's learning and transformational learning, are updated with the results of burgeoning scholarship and empirical data gathered in the 1990s. Articles also introduce pioneering developments in adult learning research, including new understandings of the brain's relationship to mind and consciousness and the role of emotions, feelings, and the imagination in the learning process. As an assessment of adult learning theory today, this volume is an indispensable

resource for adult learning educators committed to delivering a more effective practice in the classroom, in the workplace, or in the community. This is the 89th volume of the quarterly journal *New Directions for Adult and Continuing Education*.” From: <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787957739.html>

Readings on e-Reserve (GIL—UGA online library) and on WebCT

For electronic reserve material (e-Reserve) through the online UGA library: go to the library's web page (www.libs.uga.edu) and click on "GIL Catalog, find books and more." This takes you to the **GIL** page (<http://gil.uga.edu/>). Here click on “Search Course Reserves” (<http://gil.uga.edu/webvoy.htm>); then select **Course**, click on “EADU7020 Adult Learning and Instruction”; Click on the desired article and then enter the password **learning**. This step will open the article and allow you to read it, or print it, if you wish.

Note: A helpful glossary is found at:

<http://www.unesco.org/education/uie/pdf/glossary.pdf> or

http://www.mennt.net/files/%7Be5ff02da-db81-4871-bc53-cd267cd03f2c%7D_glossary%20for%20adult%20learning%20in%20europe.pdf

Class Attendance Policy:

Students are expected to attend all classes. When possible, advanced notice of at least one week should be given for absences. This includes contacting a Reading Circle member to collect handouts from Circle members and instructor. It is recognized that prior notification may not be possible in emergency situations. If a class is missed for any reason, students are expected to provide to the instructor a written (may be emailed) “Proposed Remediation Plan” *no later than one week after the missed class*. The Plan should outline in detail how the student will recover the missed material. After approval of the Plan by the instructor, the student has one week to successfully complete the proposed remediation, unless negotiated otherwise. In the absence of the successful completion of a remediation Plan, the student’s final class score will drop one letter grade for each class missed.

Schedule of Classes

Please See *Study Guide* for Greater Details

Week 1

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

Video:

No readings due tonight

Introduction to Learning and Instruction

Week 2

Text readings:

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

Internet Resource - Your Learning Styles and Strategies,

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

Lisa M. Baumgartner

Other required readings may be found in the Study Guide

Theoretical Considerations; Aspects of Learning

Week 3

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

Other required readings may be found in the Study Guide

Week 4

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 may be found in the Study Guide

Week 5

Text readings:

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

Merriam

Other required readings may be found in the Study Guide

Week 6

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 may be found in the Study Guide

Week 7

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 may be found in the Study Guide

Week 8

Text readings:

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

Merriam

Video

Week 9

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 may be found in the Study Guide

Week 10

Text readings:

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

Merriam

Other required readings may be found in the Study Guide

Week 11

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 may be found in the Study Guide

Facilitating Learning; Computer Assisted Instruction

Week 12

Text reading:

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

Other required readings may be found in the Study Guide

Applied Learning & Instruction

Week 13 – 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 may be found in the Study Guide

Week 14 – Learning Citizenship/Learning Democracy

Text reading:

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

Other required readings may be found in the Study Guide

Week 15 – 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

Other required readings may be found in the Study Guide

Class Assignments and Due Dates:

- **Read and reflect** on the materials prior to each class session
- **Participate** dynamically each week; Week 11, Nov. 6 is on WebCT.
- **Learning Observation** — Due on or before Week 7, October 9. May be emailed to bobhill@uga.edu
- **Reading Circle Portfolio** – Due Week 13, November 20 (hard copy in class; should include week 13’s role sheet)
- **Technology/Instructional Design Presentation** – Due in class on Week 14, Nov. 27 or Week 15, December 4.

Evaluation:

| | |
|---|--|
| 1. Dynamic Participation 25% | 3. Technology/Instructional Design Presentation 25 % |
| 2. Learning Observation 25% | 4. Reading Circle Portfolio 25% |
| GRADING SYSTEM: A = 91 I = Incompletes are reserved for extreme circumstances. | B = 81 C = 71 |

Description of Assignments:

1. Dynamic Participation – Due to the class structure (Reading Circles) including interactive experiences, full participation is required. In this seminar course, students

should read all assigned materials, submit written assignments, and come to class prepared for dialog and in-depth discussion—these are all forms of “participation.”

It is accepted that there are multiple ways in which dynamic participation can occur. In addition to class discussions, other forms of acceptable participation are: suggesting outside readings, films or television programs that relate to course topics; and attending any relevant activities outside class and reporting on them in class.

In addition, a component of the course will be conducted online via WebCT. Please get a MyID and learn to access WebCT as soon as possible. Participation in the online portion of the course, on Week 11, November 6, is required.

2. Learning Observation – Observe an adult learning setting that is taking place in a community group, that is not at your work or the university. This could be at a Home Deposit “home improvement” class; a continuing education program at a museum or botanical garden; a natural child birthing class at a hospital; an Alcoholics Anonymous meeting; a class in sadomasochism at a local “leather scene” bar; tax preparation class at a private for-profit company; class at a gardening center; etc. Prepare an 8 – 10 page paper (1 ½ space, 1 inch margins, APA style) that explores your observations and provides thick, rich descriptions of: (a) how the learning was facilitated; (b) the learning environment; (c) participant involvement; (d) instructor invitation for learner involvement; (e) role of teacher/facilitator/instructor; and (f) positive and negative relevant details *that you derive from dialoging with the course material*. Due on or before Week 7, October 9. May be emailed to bobhill@uga.edu

3. Technology/Instructional Design Presentation – This is an opportunity for you to learn an unfamiliar instructional technology and present it to the class. It is a presentation based on the *Learning Observation* (number 2 above). 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. The 15 minute presentation should be supplemented with a one-page information sheet containing: abstract of your project and a brief description of the teaching methodology and theoretical rationale for your choice. Due Week 14, November 27, and Week 15, December 4. *Sign up early.*

4. Portfolio – This is a collection of *your* Role Sheets in sequential order by weeks. Roles will be completed for weeks 2 – 13 (12 sheets). 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”—it is best to plan to use this during an excused absence such as work or family related events that take you from class, or in the event of unplanned emergencies.]

All *Reading Circle Role Sheets* should be compiled into a Portfolio. The Portfolio should have a 5 – 8 page introduction (essay) that *reports on the intellectual, emotional, and/or*

spiritual growth that has occurred during the class, and all Reading Circle Role Sheets.
Due Week 13, November 20th.

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, facilities, 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.

NOTE ON ACCESS TO THIS COURSE: 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.

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.

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 Calendar

| Fall Semester 2006 | |
|---|------------------|
| Classes begin | Aug. 16, W |
| Holiday (Labor Day) | Sept. 4, M |
| Midterm | Oct. 4, W |
| Fall Break | Oct. 26-27, Th-F |
| Holiday (Thanksgiving) | Nov. 22-24, W-F |
| Classes Resume | Nov. 27, M |
| Classes End | Dec. 6, W |
| Note: The University shall operate a Thursday class schedule on Tuesday, Dec. 5, and a Friday class schedule on Wednesday, Dec. 6. This is done to equalize the class minutes between MWF and Tu-Th classes and to provide an equal number of class meetings for courses which may meet only once per week. | |
| Approved by the University Council - 4/21/05 | |

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.

APPROVAL FOR RESEARCH INVOLVING HUMAN SUBJECTS: The University of Georgia requires prior notification or approval for all research on human subjects, even as part of courses such as this. For class projects, see: <http://www.ovpr.uga.edu/hso/guidelines/12.html>. Information may not be used to theorize from, nor may it be generalized to people or populations. It can not be used in professional papers or presentations. If any class projects/activities include human subject *research*ⁱ, you must have full approval from the Institutional Review Board (IRB) before commencing the research. Depending on the complexity of the research, approval may take several weeks, so please plan accordingly. Further information, see <http://www.ovpr.uga.edu/hso/>.

ⁱ "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."