

EADU 7020: Adult Learning and Instruction

Thru-Session, Summer 2008

River's Crossing, Room 136

Monday's, 3:30p.m. – 8:30p.m.

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Course Description

Learning theories, 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, while exploring the social, psychological, individual, motivational, contextual factors and theoretical perspectives associated with adult learning and instruction. Students will broadly explore the various theories and practices of adult learning, in addition to developing and enhancing your skills as an adult educator.

Learner Objectives: Upon completion of this course, you should be able to do the following:

- *Understand key concepts, theories and significant research in the area of adult learning and instruction
- *Articulate your individual learning style, process. and philosophy as an adult educator and learner
- *Engage in critical thinking and reflection both individually and collectively with regards to adult learning
- *Understand and implement a variety of instructional strategies suitable for facilitating adult learning

Course Topic Overview

June 9 Introduction to the Course
Overview of Adult Learning

June 16 Assumptions about Learning/Assumptions about

Learners	
June 23	Cycles and Styles in Learning
June 30	Brain and Mind in Learning Environment and Context in Learning WEBCT/NO IN-CLASS MEETING
July 7	Skilled Performance in Learning
July 14 Gender	Social Aspects of Learning: Understanding Spirit and Soul in Learning
July 21	Strategies and Styles in Facilitating Creative Approaches to Learning
July 28 (Final Class)	<i>Final Project Presentations</i> Course Wrap-Up Final Class Reflections Course Evaluations
Required Texts (available at UGA Bookstore)	
Mackeracher, D. (2004). <i>Making sense of adult learning</i> . 2 nd edition. Toronto: University of Toronto Press.	
Merriam, S. B. (Ed.) (2001). <i>The new update on adult learning theory. New Directions in Adult and Continuing Education</i> , No. 89. San Francisco: Jossey-Bass.	
Additional Readings available via WebCT or Handouts provided to you 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 <i>actively</i> 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 course, 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. Please take the time to discuss any concerns with me early in the semester. You may also choose to contact UGA's Disability Services at 706-542-8719.

Academic Honesty

It is expected that all students abide by UGA's Academic Honesty Policy. Please visit their website for more information:

www.uga.edu/iws/faculty_resources/Course_Syllabus_Policy.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 (Rubrics for all Assignments are available on WebCT)

Date	Point Value	Due
Active Participation Going	10	On-
Instructional Strategies Going	10	On-
Reflection Papers	10 (5 each)	6/16 & 7/21
Adult Learning Observation & Critique	25	6/23 & 7/7
Mid-Term Adult Learning Theory Paper	20	6/30
Final Group Project (Last Class)	25	7/28
Total Points	100	

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

Grade Points

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 64 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*. Please see specific assignment grading rubrics on WebCT.

Description of Assignments

Active Participation (10pts—On-Going)

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. A component of this course will also include WebCT and it is expected that you fully participate in all WebCT activities.

Instructional Strategies (10pts--On-Going)

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 15-20 minute presentation will be presented near the beginning of class (See sign up 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
- D. Demonstration that engages the class (Be creative!)

E. Any references or citations

Reflection Papers (5pts each—Due: June 16 & July 21)

You are to complete two, short reflection papers no more than 2-3 double-spaced pages in length. Please see the reflection topics in the "Course Schedule" section of this syllabus. Be prepared to discuss your reflection paper with classmates.

Your reflection papers and mid-point 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?

Adult Learning Program Observation & Critique (25pts – Due June 23 and July 21)

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, 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 10-12 pages in length, double-spaced in APA format. Be prepared to share your experiences of Observation #1 on *June 23*. Be prepared to turn in your paper along with completing a 10-15 minute presentation on your overall observation experience on *July 7*.

You will be evaluated on paper organization, the content above and use of relevant adult learning literature.

Mid-Term Adult Learning Theory Paper (20pts – Due June 30 **via Email**)

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, transformation learning). You should use *no fewer* than 8 scholarly references, such as peer reviewed journals (i.e. *Adult Education Quarterly, New Directions on Adult and Continuing Education, International Journal of Lifelong Education*) Your 8-10, double-spaced page 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 **July 7.**)

Final Group Project: Facilitating Adult Learning and Instruction (25pts—Due July 28)

You and two other group members (depending on class size) will be responsible for teaching a 45 minute to 1 hour segment of *Adult Learning and Instruction*. The purpose of this assignment is to integrate independent research on your chosen topic with your knowledge accumulated in the course to facilitate an adult learning course. Be certain to use relevant literature and concepts studied in class. You are required to develop lesson plans, handouts and activities for your teaching segment. Your group will be provided with in-class time to work on your projects. Each group should turn in the following:

- A. Detailed lesson plan that describes the content, purpose, goals/objectives
- B. 1-2 page reflection paper written by each group member
- C. Class Handouts
- D. List of References

You will be evaluated on your course content, engagement of adult learners and synthesis of the class topic with relevant literature.

Course Schedule

June 9	Introduction to the Course Overview of Adult Learning
June 16	Assumptions about Learning & Assumptions about Learners
Learning"	<i>Readings:</i> Mackeracher, Chs. 1-2 Merriam, Ch. 1, "Andragogy and Self-Directed
Learning" (by	Merriam, Ch. 2, "An Update on Transformation

Baumgartner)
Additional Readings

Reflection Paper #1 Topic: Who are you as an adult learner? What are the assumptions that you have about learning in general? Learning as it relates to you individually? After reading the first few readings of the course, what ideas about andragogy and self-directed learning do you feel are important? Why?

June 23

Cycles and Styles in Learning

Readings: Mackeracher, Chs. 3-4
Film Viewing and Activity: *Educating Rita*

June 30

Brain and Mind in Learning

****Note: WEBCT/NO IN-CLASS MEETING****

Readings: Mackeracher, Ch. 5
Merriam, Ch. 8, "The Brain and Consciousness"

by Hill

Additional Readings & Websites Available on

WebCT

July 7

**Skilled Performance in Learning
Environment and Context in Learning**

Readings: Mackeracher, Chs. 7 and 10
Merriam, Ch. 5, "Context-Based Adult Learning"

by Hansman

Additional Reading on Situated Cognition and

Workplace

Learning TBA

**July 14
Gender**

Social Aspects of Learning: Understanding

Spirit and Soul in Learning

Mackeracher, Chs. 8-9
Merriam, Ch. 4, "A New Look at Women's

Learning", by Hayes

Merriam, Ch. 7, "The Power of Feelings", by Dirkx
Film Viewing and Activity: *Mona Lisa Smile*

July 21

Strategies and Styles in Facilitating Creative Approaches to Learning

Readings: Mackeracher, Ch. 11
Merriam, Ch. 6, "Critical and Postmodern

Perspectives", by

Kilgore
Merriam, Ch. 9, "Off the Beaten Path", by Clark

Reflection Paper #2 Topic: 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?

July 28 (Final Class)

Final Project Presentations
Course Wrap-Up
Final Class Reflections
Course Evaluations

Something New:
Century"

Reading: Merriam, Ch. 10, "Something Old,
Adult Learning Theory for the Twenty-First

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