

EADU 7020
Adult Learning and Instruction
Spring 2006

Instructor:

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Location:

WebCT address: <http://webct.uga.edu>

Schedule:

You can access WebCT beginning August 16th 2006. However, class will not actually begin until August 21st, 2006. This will give you time to explore the course and webct and begin your reading assignments. Classes will run in two-week sessions ending December 6th, 2006.

Your course materials are located in the on the homepage of the WebCT course. **I would suggest you print the course syllabus, study guide, APA guidelines and review the course content section.**

Course Description:

This course will include but is not limited to material about 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. 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.

Articles:

Articles for review can be found by URL listings in each class session or in the webct course content section.

Course Goals:

Upon completion of this course you will:

1. Understand the development of adult learning theories and how these theories relate specifically to adult learning.
2. Understand the characteristics of adult learners.
3. Know your own teaching/learning style and how this relates to your own philosophy of adult learning.
4. Understand the various instructional techniques and how each can be used to enhance specific learning activities in adult education.

Course Topics:

August 21, 2006: Introduction to the theories of adult learning

September 5, 2006: More theories of learning/motivation/characteristics

September 19, 2006: Learning and Teaching Styles

October 3, 2006: Work-based Learning, Situated Cognition, and Communities of practice

October 17, 2006: Emotional and Spiritual Aspects of Learning

October 31, 2006: Cognitive & Social Aspects of Learning

November 14, 2006: Instructional techniques/technology

November 28, 2006: Bringing it all together (final project due)

Grading Process:

- 20 points: You will submit 2 reflection papers during the course, one at the beginning and one at the end, each of which counts 10 points.
- 20 points: Mid-term
- 30 points: Final Project

• 30 Points: You will also be graded on the quality and quantity of your online discussions. Your responses should reflect your knowledge and understanding of the subject matter and show a willingness to engage in “educational communication” with your classmates. No fewer than 4 postings per week should be made in the discussion area, but you are encouraged to make as many as you wish since this is our primary means of communication. Discussion posts made after the topic end date will not count toward your grade. You cannot go back and “make up” missed dates.

<u>Sections:</u>	<u>Points:</u>
Reflection Papers (10 points each)	20
Mid-term paper	20
Final Project	30
Posting to Discussion topics	<u>30</u>
Total:	100

Grading Criteria and Standards:

All written assignments should be double-spaced and follow the APA Manual, 5th Edition (A summary handout is posted on your course homepage for your review).

Criteria for grading written work:

- Did you address the question?
- Did you consider the readings when answering the questions and did you reference the readings to support your ideas?
- Was your response well organized?

Standards:

“A”= 91-100

“B”= 81-90

“C”= 71-80

My policy is not to give a grade of “I” (incomplete) except in the rare case of an emergency. You should turn in whatever you have written on the due date and your grade will be based on that document.

Attendance Policy:

You are expected to complete all assigned readings and hand in written assignments on time. You should check into your course at least once every two days and respond to emails and discussions appropriately. If you miss discussion topics you will lose points from your final grade. I strongly urge you not to plan vacations or time away because it places a hardship on your group members. You are expected to carry your share of the

learning activities.

Reflection Papers: Due September 1 and November 15, 2006

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.

In Class Session One you are asked to recall the formal, non-formal, and informal learning opportunities you have had as an adult. Those opportunities are divided into two lists, those you took advantage of and those you either passed up or did not follow through with after starting. You will also record factors that helped you to participate and to continue and reasons why you did not choose to participate or to continue. The insights you gain from this activity may be helpful in writing your autobiography.

You may choose from the One of the Following:

1. Your adult learner autobiography should be three to five pages. Feel free to write it in any style that is comfortable for you and that reflects who you are as a person. Choose a title for it that captures and communicates the spirit of your autobiography, the story of your life that you present.
2. You can choose to create an alternative expression for this assignment. Use your creativity and imagination to create a project that conveys this information in an alternative form. Please include a two page explanation. This option is provided to recognize multiple intelligences and variations in learning style.

At the end of the semester, you will revisit and revise the piece (1 or 2) you wrote or created. That revision will be based on additional insights you gained during the semester, instructor feedback, additional learning activities, and further reflection.

Mid-term Paper: (approximately 5 pages): Due October 4, 2006

All papers should use APA style for References: Guidelines are Posted on the Homepage of your WebCT course.

1. Review at least 4 of the articles or websites from the course or other articles which you have found. Your paper should include a summary of the article, your analysis of the author's understanding of the learning and/instruction topic, and your reaction to the concepts presented. Also justify why you agree or disagree with the author. (each review should be 1-2 pages)
2. Provide an example of how to use the general learning model presented by MacKeracher (p. 54) to an adult learning situation. Please describe and explain the situation and the learning process model.

Final Learning Project: Due December 4, 2006

You should begin planning your final learning project with the instructor early in the semester. This project should relate to the topics covered in this course. Papers should be 5-8 pages using APA style.

Some suggestions are:

1. Observe one adult education learning situation and relate what you see to the material covered in class. Focus on how the learning was facilitated, the learning environment, the participant and instructor involvement, and any themes or ideas from your readings. Describe what you see in terms of a learning theory you think supports your observations.
2. Research areas of adult learning not usually covered in the literature such as the spiritual or cultural aspects of adult education.
3. Cultural studies of self-directed learning.
4. Conduct an interview with an adult learner. Explore the motivation, participation trends, self-direction, and significant life experiences that led to the learning event.

Things you should look for in each are:

- themes and values represented
- the learner environment and participant involvement
- the role of the instructor/facilitator
- characteristics of the adult learners
- your reactions

Persons with Disabilities

I am sensitive to the concerns of people who may have special needs due to a disability, whether visible or invisible. Please take the time to discuss your concerns with me early

in the semester so we can work together to make the necessary accommodations for you.

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Study Guide and Readings
EADU 7020 Adult Learning and Instruction
Fall 2006
Dr. Janet Truluck

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Class 1: August 21, 2006 – September 3, 2006 (September 4th Labor Day Holiday)

Theories of Adult Learning

Merriam Chapter 1: Andragogy and Self-directed Learning
Mackeracher Chapter 1: Assumptions about Learning

Other learning theories web site: Knowles, Cross, Bruner, Gagne, Argyris, Lave
<http://tip.psychology.org/theories.html>

Reflection Paper 1: Due September 1, 2006

Discussion Topic 1a:

Grow's Self Directed Learning Model

<http://www.longleaf.net/ggrows/SSDL/SSDLIndex.html>

Grow has developed a model of self-directed learning which you will find at the above website. After reviewing the stages of the model, at which stage do you see yourself and how accurate do you think his model describes self-directed learning on an individual basis.?

Discussion Topic 1b:

After reading the information on andragogy and self-directed learning select one and describe and discuss the major ideas you think are important to adult learning and those you feel are not specific to adult learning.

Things to consider:

What are the underlying assumptions of the theory?
What is the purpose of learning in this theory?
According to this theory, how do people learn?
What about the theory makes it particularly relevant to understanding how adults learn?
Tell in your own words whether you agree or disagree with the statements around the theory.

Class 2: September 5, 2006 – September 18, 2006

Transformational Learning and more resources for learning theories.

Merriam Chapter 2: An Update on Transformational Learning by Lisa Baumgartner

More learning theory resources:

http://www.emtech.net/learning_theories.htm

URLs to Explore:

AAACE: <http://www.aace.org>

CASAE: <http://www.oise.utoronto.ca/CASAE/maineng.html>

ASTD: <http://www.astd.org>

AHRD: <http://www.ahrd.org>

Assumptions About Adult Learners

MacKeracher: Chapter 2

What are the Principles of Adult Learning: Gerard O'Brein

http://www.med.monash.edu.au/faculty/cpme/articles/adult_learning.htm

30 Things We Know about Adult Learners: Zemke

(A google search of this title will locate the article)

Principles of Adult Learning: Stephen Lieb

Check course content for article

Assumptions about the Adult Learner

<http://archon.educ.kent.edu/~nebraska/curric/ttim1/aaal.html>

How to motivate Adult Learners

http://adulthood.about.com/library/howto/ht_motivate.htm

<http://www.mtsu.edu/~itconf/proceed01/22.html>

<http://archon.educ.kent.edu/~nebraska/curric/ttim1/artsum2.html>

Discussion Topic 2:

The following questions were raised by a former student and I would like for us to discuss the ideas he raised. Is transformational learning a valid theory? Aside from Friere's work with social groups, let's look at Mezirow's ideas specifically. Is this the way learning takes place? Was the example of Steve in your readings who changed after contracting HIV really an example of learning or of just changing one's mind?

How is this theory practical? Even if this is learning, how can we apply this to a constructed setting? How do you facilitate something like that and if you do, is it ethical? Is it safe? When someone re-evaluates their life perspective, what if they turn to despair instead of hope?

As an adult educator what skills might your use to enhance critical thinking skills among your adult students?

Class 3: September 19, 2006 – October 2, 2006

Learning and Teaching Styles

MacKeracher: Chapters 3 Cycles of Learning
Chapter 4 Styles of Learning

An internet search will provide you with many sites concerning learning/teaching styles. Below are a few examples, but feel free to explore more on your own. Some charge so be sure to only go to the “free” ones.

<http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html>

<http://www.ldpride.net/learningstyles.MI.htm>

<http://www.smsu.edu/TRIO/Tutoring/Learning%20Styles%20Inventory.htm>

Discussion Topic 3:

See the list of web sites for learning style inventories and others you may find. Self-administer one of the inventories, discuss your results and describe how the results might be useful to your learning and/or teaching. How will knowing this help you become a more reflective practitioner in the field of adult education?

Class 4: October 3, 2006 – October 16, 2006

Work-based Learning, Situated Cognition, and Communities of Practice

Mackeracher Chapter 7: Skilled Performance Learning

Learning in the Workplace:

http://www.newhorizons.org/lifelong/workplace/front_workplace.htm

Work Based Learning: Naylor (see course content)

Effective Employee Training and Development Requires some Knowledge
Of Adult Learning

http://www.mapnp.org/library/trng_dev/basics/adlt_lrn.htm

http://www.mapnp.org/library/trng_dev/methods/slf_drct.htm

http://www.mapnp.org/library/trng_dev/gdlns.htm

<http://www.nwlink.com/~donclark/hrd/sat1.html>

Merriam Chapter 5: Context-Based Adult Learning by Catherine Hansman

Discussion Topic 4:

I am sure you are all familiar with some of the various kinds of work based learning activities described in your readings and you may have found some new ideas as well. Looking back on your own work based learning experiences describe a few high and low points that relate to your work and learning experiences. What worked well and what did not? Why were some effective and others not? You can approach this as either learner or instructor/trainer.

Assignment:

Midterm Due: October 4, 2006

Class 5: October 17, 2006 – October 30, 2006 (Fall Break October 26 & 27, 2006)

Emotional and Spiritual Aspects of Learning

Merriam Chapter 7: The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning by John Dirkx

MacKeracher Chapter 6: Emotions and Motives for Learning
Chapter 7: Spirit and Soul in Learning

Effect of Emotions on Learning: Susan Imel (see course content)

Toward a Culturally Relevant and Spiritually Grounded Theory of Teaching For Social Transformation and Transformational Learning
<http://www.edst.educ.ubc.ca/aerc/2001/2001tisdell.htm>

Suggested readings:

Visit the Adult Education Research Conference (AERC) webpage at <http://www.edst.educ.ubc.ca/aerc/> for articles related to spirituality

Discussion Topic 5:

Palombo Weiss, Ruth (2000, Nov.). Emotion and learning. Training and Development, 54 (11), 44-49. See course content for article

We are all aware of how often we are encouraged to “think with our heads and not our hearts” as though emotions will somehow interfere with sound logic. However, as you have read in the Palombo Weiss article, there are those who argue that emotions are at the core of learning and thinking and that we as educators can use emotions to enhance learning.

With your group decide which are the 2 most important and least useful ideas from the article that might influence how you teach adults

Class 6: October 31, 2006 – November 13, 2006

Cognitive Aspects of Adult Learning: Brain & Mind Connection

Merriam Chapter 8: The Brain and Consciousness: Sources of Information For Understanding Adult Learning by Lillian Hill

MacKeracher Chapter 5: Brain and Mind in Learning

How Adults Learn
<http://www.learnativity.com/adultlearning.html>
<http://cainelearning.com/pwheel>

Social Aspects of Learning/Gender

Merriam Chapter 4: A New Look at Women’s Learning by Elizabeth Hayes

MacKeracher Chapter 8: Social Aspects: Gender and Cultural Bases in Learning.

Professional Tips For Adult and Continuing Educators: Tips on Teaching Women by Sarah Jane Fishback <http://home.twcny.rr.com/hiemstra/tips.html>

Discussion 6a:

Our next class session deals with the cognitive aspects of adult learning and we have several interesting chapters and web sites that examine this issue. However, before we begin to discuss those I have posted a short film clip on the homepage for you to view that relates to intelligence and aging. The film clip is short but I think it is a good illustration for you to “see” how intelligence relates to aging. What strikes you as most interesting about the information in the film and the characters presented? How do these ideas relate to your ideas about aging and intelligence?

Discussion 6b:

In chapter 4 of the Merriam text, Elizabeth Hayes seems to present a somewhat different view of women’s ways of knowing and learning than do Mackeracher and Fishback and seems somewhat critical of the suggestion that educational programs for women should emphasize collaboration, support, and affiliation. What is your reaction to her assertions? In your experience as a learner and teacher what are your views on gender and learning? Do you think culture plays a greater influence on learning than gender?

Class 7: November 14, 2006 – November 27, 2006 (Thanksgiving Holiday November 22-24, 2006)**Instructional Techniques/ Technology and Adult Learning Models for Facilitation**

MacKeracher Chapter 11: Strategies and Models in Facilitating

Brookfield’s Principles of Facilitation (see course content)

Instructional Methods Information: Dr. Bob Kizlik

<http://www.adprima.com/teachmeth.htm>

Adult Education in Practice: Teaching Methods and Course Structure

<http://members.tripod.com/~roberta/methods.htm>

Models of Education (See course content)

Technology and Adult Learning: Susan Imel (See course content)

Reflection Paper 2 Due November 15, 2006**Discussion Topic 7:**

Two of the articles for class 7 by Dewar and Imel concern adult learning principles and technology (online learning). Please identify any ideas or comments made by the authors that you feel reflect your own experiences and those of your classmates as a distance education learners and those you disagree with learning Online: Dewar (See course content)

<http://t171.open.ac.uk/adult-learning-online>

Class 8: November 28, 2006 – December 6, 2006**Bringing it All Together****Final Learning Project Due Dec. 4, 2006****Final Discussion Topic: Through Dec. 6, 2006**

After reviewing the chart concerning the five philosophies of adult education which are listed in your course content for class 8, which philosophy do you most identify with and why and which of those do not identify with and why. If possible, please give examples that illustrate your philosophy.

