

EADU 7020
Adult Learning and Instruction
Fall 2005

Instructor:

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Location:

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

Schedule:

You can access WebCT beginning August 18, 2005. Classes will run in two-week sessions beginning August 22, 2005 through December 8, 2005. Your course assignments are located in the Course Content icon on the homepage of the WebCT course.

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.

Other Readings:

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 22, 2005: Introduction to the theories of adult learning

September 6, 2005: More theories of learning/motivation/characteristics

September 20, 2005: Learning and Teaching Styles

October 4, 2005: Emotional aspects of learning (Mid-term due October 11, 2005)

October 18, 2005: Cognitive aspects of learning: Brain and mind

November 1, 2005: Learning and teaching styles

November 15, 2005: Instructional techniques/technology

November 29, 2005: Bringing it all together (final project due)

Grading Process:

< 20 points: You will submit 2 reflection papers during the course, each of which counts 10 points. Paper topics can be located in the study guide.

< 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:

Topics for the reflection papers are located in your study guide. Your paper should contain your analysis of the learning topic and your reaction to the ideas presented. What about the reading interested you? What was new to you?

Mid-term Paper: (approximately 5 pages):

Choose one of the following for your mid-term paper. Support your ideas with references from the literature.

1. The purpose of this option 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.
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:

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. Reflect on one adult education learning situation in which you have been involved and relate your experiences 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 saw 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.

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
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Class 1:

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>

Adult Learning Theory: A Resource Guide by Teresa Crafton
<http://sapphire.indstate.edu/~craftont/adultlrn.html>

Reflection Paper 1:

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.

Discussion Topic 1:

Grow's Self Directed Learning Model

<http://www.longleaf.net/ggrow/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?

Class 2:

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:

Class 3:

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.

<http://www.cyg.net/~jblackmo/diglib/styl-a.html>

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

<http://www.mxctc.comnet.edu/clc/survey.htm>

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

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

<http://snow.utoronto.ca/Learn2/mod3/tchstyle.html>

<http://www.csufresno.edu/cetl/lings/styles.html>

Discussion Topic 3

Class 4:

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

Assignment:

Midterm Due

Class 5:

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

Class 6:

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 5: 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 6

Assignment: Reflection Paper 2 Due

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:

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)

Discussion Topic 7:

Class 8:

Bringing it All Together

Final Learning Project Due

Final Discussion Topic

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.