

# Narrative Learning

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**EADU 8610 – Fall 2006**

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Office hours: By Appointment  
Class Meetings: Tuesday 4:30 p.m. – 7:15 p.m.  
River's Crossing – Room 135

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## **Course Description:**

This seminar course examines the significance of narratives in the teaching and learning exchange. Questions to be addressed include: how does the student's past learning experiences affect present learning, how does the teacher's experience affect her/his way of teaching and communicating, how do classroom dynamics drive the teaching/learning process. Specifically, this seminar will research the place of climate setting, personal stories, transformative learning, and reflective practice in adult education.

## **General Course Objectives:**

The goal of this course is to provide an introduction to how narratives shape learning and teaching and to encourage educators to explore their personal learning and teaching narratives. Students are expected to come to the course with an understanding of the foundational adult education literature on the principles of andragogy, critical reflection, and transformative learning.

## **Required Texts:**

Josselson, R. & Lieblich (eds). (1995). *Interpreting Experience: The narrative study of lives*. Thousand Oaks, CA: Sage.

Johnson-Bailey, J. (2001). *Sistahs in college: Making a way out of no way*. Malabar, FL: Krieger. Abbreviated on the syllabus as Sistahs.

Books available through the online bookstore at <http://www.bkstr.com/webapp/wcs/stores/servlet/OnlineRegistration>. You may also find new or used copies at Amazon.com or other online booksellers.

### **Class Participation and Attendance Policy:**

This class is designed to be a collaborative learning experience; therefore, your active and full participation is essential. Because I recognize that all students are not comfortable speaking aloud in class, your participation can be verbal or non-verbal. Other acceptable forms of participation include suggesting outside readings relevant to narrative analysis and reporting on trends or new ideas in narrative research.

Because participation is central to quality learning, it is expected that you will attend all class meetings. Attendance rolls will be maintained and more than three absences will result in the course grade's being lowered by ten points or one letter grade. If you anticipate needing to miss several classes and/or arriving late on a regular basis, I suggest that you take this class at another time.

### **Persons with Disabilities**

I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do, such as providing materials in alternative formats, assuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities, please discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence.

### **Academic Honesty Policy:**

#### **UGA's Academic Honesty Policy**

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All students are responsible for informing themselves about this policy before performing any academic work and for maintaining the highest standards of honesty and integrity in every phase of her or his academic career. All academic work must meet the standards contained in *A Culture of Honesty* (see [http://www.uga.edu/ovpi/honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/honesty/culture_honesty.htm)). The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

#### **UGA Student Honor Code**

The academic honesty policy of the University is supplemented (not replaced) by an Honor Code which was adopted by the Student Government Association and approved by the University Council May 1, 1997. The Honor Code provides: "**I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.**" All students agree to abide by this code when they sign the UGA admissions application. See <http://www.uga.edu/ovpi/honesty/sect07.htm> for additional information.

### **Course Assignments:**

#### **Group/Individual Project**

Select one of three options or make me an offer:

- 1) Compile a reading list and notebook of articles and book chapters on narrative learning. The idea behind this assignment is to help learners find their area of comfort and compatibility regarding the varied perspectives and aspects on narratives. If you find books that you would like to include, submit brief abstracts of the books.
- 2) Create a classroom curriculum driven by reflective practice and interactive class projects. narrative project. How often would the class meet? What electronic supports would you use? What readings?
- 3) Design an on-line class built around narrative learning. How would this differ from a traditional face-to-face class?

**Individual Abstracts**

Select and abstract two journal articles on narrative learning, reflective practice, or transformative learning.

**Final Assignment**

Write a literature based research article on your narrative teaching/learning experiences.

**Evaluation:**

**Weight of Assignments**

Educational Biography	45 pts
Individual Abstracts	20 pts
<u>Group Projects</u>	<u>35 pts</u>
	100 pts

The scale below will allow you to convert your points to a grade equivalent.

**Grading Scale**

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- Below 60 = F

It is not my policy to give grades of Incomplete (I) except in rare cases of personal or medical emergency. If you experience such an emergency, please contact me as soon as it is feasible so that we can plan an appropriate course of action.

## CLASS SCHEDULE

<b>Class Readings/Assignments</b>	
8-21-06	Getting acquainted. Student and teacher introductions. Review of syllabus.
8-28-06	<p><b><i>Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning</i></b>, Mezirow &amp; Associates, Chapter Ten, <i>Composing Education Biographies: Group Reflection Through Life Histories</i> (Handout)</p> <p><b><i>Sistahs in College: Making a Way Out of No Way</i></b>, J. Johnson-Bailey, <i>I've Seen the Sun Come Up Many Nights</i></p> <p><b>Class Activity:</b> 4 Student Presentations – Beginning second hour of class</p>
9-5-06	<p><b><i>Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences</i></b>, L. Daloz, Chapter 1: <i>The Adult's Search for Meaning as Motive for Learning</i></p> <p>Chapter 2: <i>Education as a Transformational Journey; The Role of Teachers, Advisers, and Mentors as Guides</i> (Handouts)</p> <p><b>Class Activity:</b> 3 Student Presentations – Beginning second hour of class</p>
9-12-06	<p><b><i>Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning</i></b>, Mezirow &amp; Associates, Chapter 1, How Critical Reflection Triggers Transformative Learning</p> <p><b>Journal Abstracts Due</b> – Bring copies for all class members.</p>
<b><i>Interpreting Experience: The Narrative Study of Lives</i></b>	
9-19-06	<p>Chapter 7, <i>It's Telling That Makes the Difference</i></p> <p><b>Class Activity:</b> Discuss how to write a personal educational biography. Class handouts on mentoring will be provided as examples.</p>
9-26-06	<p>Chapter 4: <i>Life History and Academic Life: The Career of Professor G</i></p>

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

	Chapter 6: <i>The Quest for Connectedness: Loneliness as Process in the Narratives of Lonely University Students</i>
10-3-06	<p>Introduction and Chapter 1: <i>Taking Narrative Seriously: Consequences for Method and Theory in Interview Studies</i>  Chapter 2: <i>Imagining the Real: Empathy, Narrative, and the Dialogic Self</i></p> <p><b>Second journal abstract due. Bring copies for class members.</b></p>
<b>Sistahs in College</b>	
10-10-06	<p>What's class got to do with it? Exploring How the Socio-economic Affects Learning  Chapter 2: <i>Cathy -- The Wrong Side of the Tank</i>  Chapter 3: <i>Marcie -- Without a Pot, Without a Window</i>  Chapter 5: <i>Beth – I Was Never Good Enough</i></p>
10-17-06	<p>What's age/ race got to do with it? Exploring How Issues of Age and Race Affect Learning  Chapter 4: <i>Jean – Planting New Flowers</i>  Chapter 6: <i>Faye – No Babies on the Beach</i></p>
10-24-06	<b>No Class – Small Group Work</b>
10-31-06	<p>It's all relative. How Do Family Members Affect Our Educational Journey.  Chapter 7: <i>Lynda: Signing My Name With An X</i>  Chapter 8: <i>Sheila, Turn Off the Light</i></p> <p><i>Women as Learners: The Significance of Gender in Adult Learning, Hayes &amp; Flannery</i>  Chapter 2: <i>Social Context</i>  Chapter 3: <i>Identify and Self-Esteem</i>  Chapter 4: <i>Voice</i></p>

<b>Handouts and Small Group Work</b>	
10-31-06	<p><b><i>Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences</i></b>, L. Daloz (Handouts)</p> <p>Chapter 4: <i>The Unsettling First Steps of an Educational Journey</i></p> <p>Chapter 5: <i>How Learning Changes the Learner</i></p> <p>Chapter 6: <i>Completing the Journey: Helping Adults Integrated New Insights</i></p>
11-07-06	<b>No Class – AAACE</b>
11-14-06	<p><b><i>Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning</i></b>, Mezirow &amp; Associates</p> <p>Chapter 9: <i>Using Critical Incidents to Explore Learners’ Assumptions</i></p> <p>Chapter 12: <i>Analyzing the Influence of Media on Learners’ Perspective</i></p>
11-21-06	<b>No Class – Small Group Work</b>
11-28-06	<p>Wrapping Up With the Personal</p> <p><b>Class Activity</b> – Presentation of Personal Educational Biographies</p>
12-5-06	<p><b>Wrapping Up With the Personal, Continued</b></p> <p><b>Last Class – So what’s in an educational narrative?</b></p> <p><b>Class Activity</b> – Holiday Party</p>