



## Course Syllabus

EDUC 5750 W2	Jahna Kahrhoff	
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<b>COURSE NUMBER AND SECTION</b>	<b>INSTRUCTOR</b>	<b>E-MAIL ADDRESS</b>
Special Institute: The Adult Learner	Fall 2, 04	2
<b>COURSE TITLE</b>	<b>TERM</b>	<b>CREDIT HOURS</b>
Online		
<b>SITE</b>		

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

In this course, students will learn about the characteristics of adult learners and various theories of how they learn and develop, as well as the implications of these characteristics and theories on adult education research, programming, curriculum planning, and instructional practice. The course would be helpful for educators who work with or are interested in working with adult learners in a wide variety of settings, both formal and informal.

There are no prerequisite for this course.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

Upon the completion of this course, students will be able to:

- Identify and describe the characteristics of adult learners
- Identify and apply the major theories of how adults learn and develop
- Understand the implications of these characteristics and theories on adult education research, programming, curriculum planning, and instructional practice
- Assess their own assumptions about teaching and learning and develop a personal philosophy of adult learning
- Write a learning contract

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week	Activities
Week 1	Introduction to adult learning and the adult learner <ul style="list-style-type: none"> <li>▪ Course overview</li> <li>▪ Readings – overview of adult learning concepts, study, and practice</li> <li>▪ Activity: ice break and adult learning experiences</li> <li>▪ Class discussions</li> </ul>

Week 2	<p>Theories of adult learning: Andragogy and self-directed learning</p> <ul style="list-style-type: none"> <li>▪ Weekly overview</li> <li>▪ Readings – Andragogy, role of learner and instructor, self directed learning, and learning contracts</li> <li>▪ Activity: effective teacher of adults</li> <li>▪ Class discussions</li> </ul>
Week 3	<p>Other theories of adult learning</p> <ul style="list-style-type: none"> <li>▪ Weekly overview</li> <li>▪ Activity: Peer review of learning contract</li> <li>▪ Readings – Other models of adult learning, transformational learning, critical theory, and feminist theory</li> <li>▪ Class discussions</li> </ul> <p>Assignment: 1<sup>st</sup> draft of learning contract due</p>
Week 4	<p>The adult life cycle: adult development theory</p> <ul style="list-style-type: none"> <li>▪ Weekly overview</li> <li>▪ Activity: life events and transitions</li> <li>▪ Readings – stage, phase, and life transitions</li> <li>▪ Class discussions</li> </ul> <p>Assignment: First article review and 2<sup>nd</sup> draft of learning contract due</p>
Week 5	<p>Developing programs for adult learners</p> <ul style="list-style-type: none"> <li>▪ Weekly overview</li> <li>▪ Readings – planning models and needs assessment</li> <li>▪ Activity: the purpose of educational programs</li> <li>▪ Class discussions</li> </ul> <p>Assignment: Second article review due</p>
Week 6	<p>Developing programs for adult learners</p> <ul style="list-style-type: none"> <li>▪ Weekly overview</li> <li>▪ Readings –learning styles, teaching strategies, and assessment</li> <li>▪ Activity: identify your learning styles</li> <li>▪ Class discussions</li> </ul> <p>Assignment: Interview report due</p>
Week 7	<p>The future of adult learning</p> <ul style="list-style-type: none"> <li>▪ Weekly overview</li> <li>▪ Readings – adult learners in the 21<sup>st</sup> century</li> <li>▪ Class discussions</li> <li>▪ Activity: Peer review of personal philosophy of adult learning</li> </ul> <p>Assignment: Personal philosophy due</p>
Week 8	<p>Brining it all together and wrap-up</p> <ul style="list-style-type: none"> <li>▪ Weekly overview</li> <li>▪ Class discussion</li> </ul> <p>Assignment: Completed learning contract due</p>

Resources:

Texts:

Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers, 2nd Edition by Rosemary S. Caffarella

Merriam, S. B. (1993). *An update on adult learning theory*. New Directions for Adult and Continuing Education, No. 57. Jossey-Bass.

Supplemental Readings:

Supplemental readings will be put under Webster EReserves or be posted online by the instructor.

#### Evaluation

Weekly Discussions	20%
Article Reviews (2)	10% each
Learning Contract	Writing the contract 10% Completion of contract 10%
Interview report	10%
Personal philosophy	10%
Weekly Activities	20%

Detailed expectations and grading criteria for all course activities will be provided in the course.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

#### 4. Resources:

Text(s):

Supplemental Readings: (list and indicate how these are to be used)

Audio-visual/other:

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)
  - a) Term Paper(s)
  - b) Examination(s)
  - c) Class presentation(s)
  - d) Curriculum project
  - e) Class Participation
  - f) Other

6. Supplements (study guide, sample tests, project outlines may be attached.)  
Please list.
  
7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:
  - a) Lab
  - b) Curriculum Project
  - c) Paper(s)
  - d) AV Project
  - e) Other
  
8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:
  - Projects/Papers will be returned during the last meeting period.
  - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
  - Other (explain)

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.