



Course Syllabus

COURSE NUMBER: EDUC 5750 W1	COURSE TITLE: The Adult Learner	TERM: Fall 2 2005
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Jahna Kahrhoff 314-968-5972 Kahrhoff@webster.edu	CREDIT HOURS: 2

Course Description

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.

Learning Outcomes

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<ul style="list-style-type: none"> Identify and describe the characteristics of adult learners 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1 The informed instructor 2.1 The responsive educator 4.1, 4.2, 4.3 Understand and respects self 1.1 Understand and respects others 1.1
<ul style="list-style-type: none"> Identify and examine the major theories of how adults learn and develop 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.3, 1.4 The informed instructor 2.1 The responsive educator 4.1, 4.2, 4.3, 4.4
<ul style="list-style-type: none"> Assess the implications of these characteristics and theories on adult education research, programming, curriculum planning, and instructional practice 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.3, 1.4 The informed instructor 2.1 Understands and Respects Professional Communities 3.2
<ul style="list-style-type: none"> Assess their own assumptions about adult teaching and learning 	Same as SOE Goals and Dispositions	The reflective collaborator 3.1 Understand and respects self 1.3, 1.4 Understand and respects others 1.1
<ul style="list-style-type: none"> Write a learning contract. 	Same as SOE Goals	The knowledgeable learner 1.1, 1.2

	and Dispositions	The informed instructor 2.2 Understand and respects self 1.3, 1.4
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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week	Topics/Activities
Week 1	Who is an adult? What is adult learning? <ul style="list-style-type: none"> ▪ Course overview ▪ Readings <ul style="list-style-type: none"> ○ Merriam & Caffarella, Chapter 1 & 2
Week 2	Participation, Motivations, and Barriers <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Merriam & Caffarella, Chapter 3 ▪ Group Activity 1 ▪ Assignment: Topic for learning contract due
Week 3	Learning Theory <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Merriam & Caffarella, Chapter 9, 10
Week 4	Andragogy and other Adult Education Theories <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Merriam & Caffarella, Chapter 12 ▪ Group Activity 2 ▪ Assignment: learning contract due
Week 5	Self-Directed and Informal Learning <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Merriam & Caffarella, Chapter 13 ○ Colley, H., Hodkinson, P., and Malcolm, J. (2003, November). Understanding informality and formality in learning. <i>Adults Learning, 15</i>(3). 7-10. ▪ Assignment: article review due
Week 6	Adult Development <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Merriam & Caffarella, Chapter 5, and excerpts from Chapters 6, 7 ▪ Assignment: Progress report for learning contract due
Week 7	Other Issues in Adult Learning <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Eisen, M. (1998, Spring). Current practice and innovative programs in older adult learning. <i>New Directions for Adult & Continuing Education, 77</i>, p 41. ○ Excerpt from UNESCO 1997 Declaration on Adult Education ○ Titus, A. (2003, March). The global learning challenge. <i>Adults Learning, 14</i>(7). p 28. ○ Excerpt from Robinson (1995), <i>Helping Adults Learn and Change</i> ▪ Assignment: Article review due

Week 8	Brining It All Together and Wrap-Up <ul style="list-style-type: none"> ▪ Assignment: 3 Misconceptions and completed learning contract due
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Resources:

Text:

Merriam, S. B. & Caffarella, R. S. (1999). Learning in adulthood, a comprehensive guide. 2nd Edition. San Francisco: Jossey-Bass. ISBN 0787910430

Supplemental Readings:

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

Evaluation

Assessments	Links to Course Outcomes	Percentage of Grade
Learning Contract	<ul style="list-style-type: none"> • Write a learning contract 	300 points
Small Group Activity	<ul style="list-style-type: none"> • Identify and examine the characteristics of adult learners 	75 points
Small Group Activity	<ul style="list-style-type: none"> • Identify and examine the major theories of how adults learn and develop 	75 points
Article Review	<ul style="list-style-type: none"> • Examine research topics in distance learning, specifically the effectiveness of distance learning 	100 points
Three Misconceptions	<ul style="list-style-type: none"> • Assess the implications of these characteristics and theories on adult education research, programming, curriculum planning, and instructional practice 	150 points
Weekly Discussions, Activities and Participation	All	300 points

Grading Scale

Points	Grade
930+	A
900-929	A-
870-899	B+
830-869	B
800-829	B-
700-800	C

Weekly Schedule

The weeks in this course will be Friday-to-Friday. New content will be available on Friday mornings, at 9:00 am central time. All assignments will be due on Fridays at midnight, central time.

Discussions Participation

You are required to actively participate in weekly online discussions. While there is no specific day/time at which you must log in, I strongly recommend that you log in several times per week to participate. Your participation will be graded on both the quantity and quality of your postings. First submissions to weekly discussion are expected by Tuesday, midnight. You are required to post a minimum of one original posting to each discussion question, and 1 posting that is a feedback or response to other students' postings. Postings such as "I agree," "Good Answer," or the likes, are not acceptable.

Weekly Poll

Each week, on Thursday, there will be a 1-2 question poll. It will be administered in the Quiz tool in WebCT, and it will count towards your "activities and participation" points, though the quiz itself will not be graded.

Small Group Activities

There are 2 small group activities in this course. They require group discussion and a summary report to the class. Groups will be assigned at the end of week 1. Additional instructions are available in the course.

Individual Projects

1. Learning Contract – write a learning contract with 1-2 learning objectives of your choice that are related to adult learning. The objectives do not have to include only topics discussed in this course, but rather anything that YOU are interested in learning more about. The Contract itself is due by the end of Week 4. Completion of the contract will be due by end of Week 8.
2. Article review – Select one article from a peer-reviewed journal that address the application of adult learning theory or adult development theory to the practice of adult education. Suggestions -- look for application to a specific population (adults with disabilities, immigrants, gender, older adults) and/or discipline or institution (ESL, vocational education, community education, adult basic education, literacy, or higher education). Submit a 2-3 page review. Due at end of Week 7.
3. 3 Misconceptions -- List 3 things that you had a misconception about when starting this course, explain and support your thoughts with content from the course (2-3 pages). Due at end of Week 8.

Additional instructions are available in the course.

Independent Activities and Self-Reflection

Several independent activities are assigned throughout the course. They involve individual work that is designed to help students reflect on and discuss their own experiences and the content.

Late Submissions

- Grades for work submitted up to 1 week past the due date will be reduced by 10%.
- Any work submitted more than 1 week past the due date will be reduced by 15%.
- No work will be accepted after Monday, December 19 at midnight (central time).

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.