



### Course Syllabus

<b>COURSE NUMBER:</b> EDUC 5750 W1	<b>COURSE TITLE:</b> The Adult Learner	<b>TERM:</b> Fall 2 2007
<b>SITE:</b> Online	<b>INSTRUCTOR CONTACT INFORMATION:</b> Jahna Kahrhoff 228-875-1890 kahrhoff@webster.edu	<b>CREDIT HOURS:</b> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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
<input type="checkbox"/> 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"> <li>▪ Course overview</li> <li>▪ Weekly discussions</li> <li>▪ Readings <ul style="list-style-type: none"> <li>○ Learning in Adulthood, Chapter 1 &amp; 2</li> </ul> </li> </ul>
Week 2	Participation, Motivations, and Barriers <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings <ul style="list-style-type: none"> <li>○ Learning in Adulthood, Chapter 3</li> </ul> </li> <li>▪ Start Group Activity 1</li> <li>▪ Assignment: Draft topic for learning contract due</li> </ul>
Week 3	Andragogy and other Adult Learning Theories <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings <ul style="list-style-type: none"> <li>○ Learning in Adulthood, Chapter 4</li> </ul> </li> <li>▪ Assignment: Group Activity 1 &amp; Research Exercise due</li> </ul>
Week 4	Adult Learning continued <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings <ul style="list-style-type: none"> <li>○ Learning in Adulthood, Chapter 7, 10</li> </ul> </li> <li>▪ Start Group Activity 2</li> <li>▪ Assignment: Learning Contract Part 1 due</li> </ul>
Week 5	Self-Directed and Informal Learning <ul style="list-style-type: none"> <li>▪ Readings <ul style="list-style-type: none"> <li>○ Learning in Adulthood, Chapter 5</li> <li>○ Colley, H., Hodkinson, P., and Malcolm, J. (2003, November). Understanding informality and formality in learning. <i>Adults Learning, 15(3)</i>. 7-10.</li> </ul> </li> <li>▪ Assignment: Group Activity 2 due</li> </ul>
Week 6	Adult Development <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings <ul style="list-style-type: none"> <li>○ Learning in Adulthood, Chapter 12, 13</li> </ul> </li> <li>▪ Assignment: Article Review &amp; Progress Report on Learning Contract Part 2 due</li> </ul>
Week 7	Current Issues in Adult Learning <ul style="list-style-type: none"> <li>▪ Weekly discussions</li> <li>▪ Readings <ul style="list-style-type: none"> <li>○ Excerpt from UNESCO 1997 Declaration on Adult Education</li> <li>○ Titus, A. (2003, March). The global learning challenge. <i>Adults Learning, 14(7)</i>. p 28.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Excerpt from Robinson (1995), <i>Helping Adults Learn and Change</i></li> <li>▪ Assignment: None</li> </ul>
Week 8	Brining It All Together and Wrap-Up <ul style="list-style-type: none"> <li>▪ Readings             <ul style="list-style-type: none"> <li>○ Learning in Adulthood, Chapter 16</li> </ul> </li> <li>▪ Weekly discussions</li> <li>▪ Assignment: 3 Misconceptions and completed Learning Contract Part 2 due</li> </ul>

Resources:

Text:

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood, a comprehensive guide*. 3<sup>rd</sup> Edition. San Francisco: Jossey-Bass. ISBN 0-7879-7588-5

Supplemental Readings:

Supplemental readings will be posted online by the instructor.

**Evaluation**

Assessments	Links to Course Outcomes	Percentage of Grade
Learning Contract <input type="checkbox"/> Topic and Research Exercise (25) <input type="checkbox"/> Part 1 – Writing the contract (125) <input type="checkbox"/> Part 2 – Completing the contract (150)	<input type="checkbox"/> Write a learning contract	300 points
Small Group Activity 1	<input type="checkbox"/> Identify and examine the characteristics of adult learners	75 points
Small Group Activity 2	<input type="checkbox"/> Identify and examine the major theories of how adults learn and develop	75 points
Article Review	<input type="checkbox"/> Examine research topics in distance learning, specifically the effectiveness of distance learning	100 points
Three Misconceptions	<input type="checkbox"/> 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 (35 points per week + 20 overall 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 begin on Friday. New content will be available on Friday mornings, at 9:00 am central time. Most assignments will be due on Sundays 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.

### **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 17<sup>th</sup>, 2007, at midnight (central time).

### **Writing Expectations**

All written assignments, including group assignments, should adhere to the following expectations:

- Use MS Word
- Time New Roman, 12 point font

- 1 inch margins
- Double spaced
- References in APA format

## **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.