

WED 486 Adult Learning Course Syllabus for Fall 2009

INSTRUCTOR INFORMATION

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Office Hours: Tue. 12-3, Wed. 12-3, & by appt.

COURSE DESCRIPTION:

Course focus is on adult development and learning principles. Adult learning styles and motivation to learn are discussed in the context of designing effective instructional strategies appropriate in various workforce education venues.

COURSE GOALS:

1. Understand the fundamentals of adult learning theory as it relates to developing a foundation for effective adult programs.
2. Understand the principles associated with adult motivation to learn and common barriers to learning that may occur.
3. Understand and apply processes for adult instructional strategies to address adult motivation to learn.

COURSE TOPICS AND OBJECTIVES:

Adult Development Theories

- Summarize the various adult developmental theories
- Describe the adult learning process and factors affecting it.

Learning and Information Processing

- Identify the common learning characteristics of adult learners.
- Assess the impact of adult learning styles.
- Identify the life-cycle phases of adult development.
- Analyze the learning process as a function of aging, including physical and personality changes and intellectual functioning.

Adult Learning and Adult Motivation Theories

- Analyze adult education philosophies including humanism, behaviorism, etc.
- Analyze the similarities and differences between andragogy and pedagogy.

External and Environmental Influences

- Summarize the developmental challenges of adulthood including career, family, and aging concerns.
- Identify the demographic, social, and technological changes that have impacted adult learning and the increased need for distance education.

Adult Instruction

- Identify common guidelines for designing adult education and training
- Summarize effective instructional strategies for facilitating adult learning.
- Prepare a research paper that links current research and/or evolving themes with appropriate instructional methods/ instructional strategies and training material appropriate for adult learner needs.

REQUIRED TEXTBOOK AND MATERIALS

- Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. (3rd ed.) San Francisco: Jossey-Bass.
- Kolb Learning Style Inventory \$13.50 (to be distributed and paid in class)

STUDENTS WITH DISABILITIES

Any student with a disability that may require a reasonable accommodation (seating, hearing, reading, testing, etc.) should contact the instructor early in the course for assistance.

ACADEMIC HONESTY POLICY

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker, which includes cheating on exams and copying text from others' works. Unauthorized copying of software and violation of copyright laws are also serious forms of academic dishonesty. These actions will result in a grade of "F," and a report will be made to the department chair.

EMERGENCY PROCEDURES:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

OTHER POLICIES

1. Attendance points are recorded at the beginning of class and reviewed after class for participation.
2. Due to the accelerated structure of this course, students are not allowed to miss more than 1/2 class session. If you need to miss more than 1/2 class for work-related reasons, you must submit documentation to the professor, but this does not guarantee that it will be excused. You may be required to drop the course if you need to miss a full day or multiple half days of class.
3. To be eligible for the grade of A, an assignment must be submitted on the scheduled date. Late work will not be accepted after it is late one week.
4. **Hard copies of assignments are required**, except the E-Learning Assignment due the third weekend. Students **must e-mail assignments in emergency situations only in order to submit them on time**. A hard copy is still required by the next class period.
5. Grades that are within 1 or more points of the next higher grade will not be increased. Grades are based on points, not percentages.
6. It is each student's responsibility to get class information from classmates when s/he misses a class. The professor will explain assignments but will not repeat lectures. Further clarification of concepts and answers to questions can be provided during office hours.
7. Due to the disturbances laptops may cause students and the professor, laptops may not be used in class, unless the student has a letter from the Office of Disability Support Services stating a laptop is necessary for note-taking and/or other learning needs.
8. Students will not be allowed to make up in-class assignments without documentation of an emergency.
9. Students must submit a self-addressed, stamped envelope in order to have final projects mailed to them at the end of the semester.
10. Assignments and schedules may change at the professor's discretion.

CLASS SCHEDULE

WEEKEND ONE-October 31st and November 1st

Saturday, 10/31

1. Review syllabus and complete paperwork
2. Icebreaker
3. Partnered Introductions
4. Lecture from Wlodkowski chapter 1
5. Completion of Kolb Learning Style Inventory
6. Choose Groups and Work on Presentations

Sunday, 11/1

1. Activity (meet in the hallway)
2. Lecture
3. Mindmap Exercise
4. Design Icebreakers
5. Work on Group Presentations
6. Discussion of Final Research Paper

Due: Saturday, November 14th

Complete the Kolb Learning Style Inventory in class today and write a 2-page summary of personal learning styles, answering the following questions: What are your learning style strengths, what areas should you stretch to perfect your “kite” or continue to balance it, and what will you do to stretch yourself to strengthen your skills? *Do not* use verbatim language from the instrument; describe your learning style in your own words, using personal examples of how you learn in order to support your statements.

WEEKEND TWO-November 14th & 15th

Saturday, November 14th

1. Miscellaneous Announcements/Hand In Learning Style Assignment
2. Question/Answer Session
3. Chapter Presentations 45 minutes each
Chapter 2
Chapter 3
Chapter 4
Chapter 5
Chapter 6

Sunday, November 15th

1. Chapter Presentations
Chapter 7
Chapter 8
2. Discussion of Final Research Paper

3. Get in Groups and Work on Team Presentations

WEEKEND THREE-November 21st & November 22nd (No Campus Class) E-LEARNING

Due: Complete the E-Learning Assignment and submit it by Sunday, November 22nd at 6:00 p.m. via e-mail to the professor.

WEEKEND FOUR-December 5th

Saturday, December 5th

1. Miscellaneous Announcements
2. Question/Answer session
3. Team Teaching Demonstrations

Teams of 4-5 students will apply effective adult motivation strategies by completing a 30-minute teaching demonstration. Focus will center on the delivery of the material and other important components, including the topic. Topics to be presented need to be approved.

4. Student Evaluations

Due: Research Paper

A. Graduate Students-5-7 pages, 12-point font, double-spaced

Given a list of selected adult education topics (see list below) or based on ideas of his/her own, each student will write a research paper. Approval of each topic chosen will be given by the course professor prior to the beginning of the research. Have topics approved by the 3rd weekend of class. The format of the paper should be exactly the format listed here, but a description of requirements will also be given to students.

- American Psychological Association (APA) rules apply.
- Research question must be in title.
- Thoughtful discussion with support from literature and a minimum four resources.
- Include recommendations for further research on this topic.

Sample Topic List (Must Be Converted Into A Research Question)

Using Games, Simulations, and Puzzles to Educate Adults

Case-Based Learning for Adults

Age and Cognitive function

Adult vs. Child Learning/ Andragogy versus Pedagogy

Learning Style Inventories

Learning from Mentors

Self-Directed Learning

Transformative Learning and Adults

Teaching Adult Literacy Students

GRADING

Class Participation (Criteria: Attending class, showing interest in the topic, asking relevant questions, and participating in class activities.)	50 points
Learning Style Inventory/Summary	50 points
E-Learning Assignment	200 points
Research Report	200 points
Chapter Presentation	100 points
Team Teaching Demonstration	<u>200 points</u>
Total	800 points

A = 730+ points **B** = 729-660 points **C** = 659-590 points **D** = 589-520 **F** = 519 and below