

Adult Learning

WED 486

Course Syllabus



Southern™
Illinois University
Carbondale

Final Revision Fall 2008

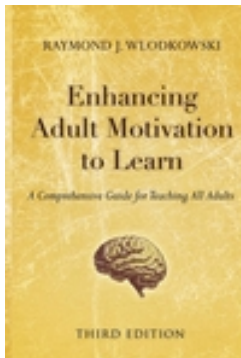
Course Specification Sheet

WED 486 Adult Learning

Course Description:

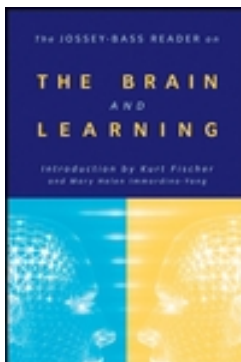
Course focus is on adult development and learning principles. Adult learning styles and motivation to learn are discussed in the context of designing effective instructional strategies appropriate in various workforce education venues. This course will answer the question: What motivates adults to learn and what strategies are available to increase the probability of their continued interest and success. Restricted to WED majors or consent of Department.

Required Text:



Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. 3rd ed. San Francisco: Jossey-Bass.

Recommended Text:



Jossey-Bass, (Ed). (2007). *The brain and learning*. San Francisco: Jossey-Bass.

Competencies	Outcomes	Products, Projects, Presentations	Activities
1. Understand the fundamentals of educational psychology and learning theory as they relate to developing a foundation for effective adult programs.	Students will understand and apply andragogical principles to programs they develop.	Research report...see Assignment #1	Conduct library research and prepare report.
2. Understand the <u>principles</u> for adult program curriculum design and instructional strategies to address adult motivation to learn.	Students will understand and apply andragogical <u>principles</u> in the design of curriculum for adults.	Applications portfolio notebook; powerpoint presentation, 10 item quiz and project management checklist.	Preparation of all portfolio materials. Class presentations on assign chapters
3. Understand <u>processes</u> for adult program curriculum design and instructional strategies to address adult motivation to learn.	Students will understand and apply andragogical <u>processes</u> in the design of curriculum for adults.	E-learning project as described.	Completion of the E-learning unit.

**Course Syllabus
WED 486
Adult Learning**

Instructor Information:	
Name:	_____
Address:	_____ _____
Phone #:	_____
Fax#:	_____
E-mail:	_____
Class Duration: From:	_____ To: _____

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. This course will answer the question: What motivates adults to learn and what strategies are available to increase the probability of their continued interest and success. Restricted to WED majors or consent of Department.

COURSE GOALS:

1. Understand the fundamentals of educational psychology, neuroscience, and learning theory as they relate 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 processes for adult program curriculum design and instructional strategies to address adult motivation to learn.
4. Use Wlodkowski's Motivational Framework as a Source for Instructional Planning. All the traditional elements of instructional design found in

lesson planning, such as Gagne's Nine Events of Instruction, must be blended within this Motivational Framework: (1) Establishing Inclusion, (2) Developing Attitude, (3) Enhancing Meaning and (4) Engendering Competence.

5. Deliver completed course requirements to the Site Coordinator no later than 12:00 p.m. on the 4th Weekend Sunday.

COURSE TOPICS AND OBJECTIVES:

Adult Development Theories

- Apply 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.
- Analyze the learning process as a function of aging, including physical and personality changes and intellectual functioning.

Adult Learning and Adult Motivation Theories

- Analyze theories of learning including humanism, behaviorism, neuroscience, cognitivism, constructivism and andragogy.
- Analyze the similarities and differences between andragogy and pedagogy.
- Identify the essential element of adult motivational theory.

External and Environmental Influences

- Summarize the developmental challenges of adulthood including career, family and aging concerns.
- Identify the internal and external events of adult learning and instruction.
- Explain the influence of culture on adult learning and motivation.

Curriculum Design and Instructional Events

- Analyze the relationship between cognitive learning phases and adult instructional events.
- Identify common guidelines for designing adult education programs.
- Summarize effective instructional strategies for facilitating adult learning.
- Conduct a literature review and link current research and/or evolving themes with appropriate instructional method/instructional strategies and training material appropriate for adult learner needs.

REQUIRED TEXTBOOK:

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. 3rd ed. San Francisco: Jossey-Bass.

COURSE ASSIGNMENTS 1-2-3:

1. Assignment Number One: Write a Research Paper

Given a list of selected topics in the field (see list below), each student will write a Research Report based in the adult educational field. Approval of each topic chosen will be given by the course professor prior to the beginning of your research. Have topics approved by the second weekend of class. It is recommended that you have at least 2 options for their approval. The format of the paper should be exactly the format listed here:

- Title page, student name, course title, research topic, date
Note: All American Psychological Association (APA) rules apply: grammar, spacing, etc.
- Research or application problem statement
- Thoughtful critique with generalizations supported by reference where appropriate.
- Concise linkages between research finding leading to adult learning and motivational methodological implementations
- Ideas for further research on this topic
- Opinions regarding the topics applicability of the finding to academic or industrial training setting.
Build these linkages into your paper.

Topic List: for Assignment No. 1

1. Using Games, Simulations, and Puzzles
2. Case Based Learning
3. Learning Management System
4. Inquiry Learning
5. Learning and forgetting curves
6. Operant Conditioning: Thorndike
7. Social Learning: Bandura
8. Requirements for school success
9. Gestalt Learning
10. Analyze Age and Cognitive function
11. Adult vs. Child Learning
12. Learning Style Inventories
13. Learning Contracts
14. Collaborative/Competitive L.
15. How to avoid Test Anxiety Test Anxiety

16. Andragogy versus Pedagogy
17. Learning from Mentors
18. Writing research papers
19. Self Directed Learning
20. Why resist Change
21. Study Habits
22. Physical/Personality Changes
23. Neuroscientific understanding of learning and motivation
24. Influence of culture on learning and motivation

2. **Assignment Number Two: Develop an Applications Portfolio Notebook**

Part A: Development

- Develop a power point presentation on a selected text chapter. The presentation will capture the themes, insight and essential evidence supporting these themes. Teams will then present this presentation following sound adult educational principles learned in WED 462.
 - A Criterion includes the identification of the big picture as well as the details in the chapter.
 - Application of motivational and instructional design principles and presentation techniques. This is a lesson, not a briefing.
 - Ensure the team presentation techniques demonstrate a deep knowledge of the chapter. Teams provide examples of chapter concepts and lead discussions with the class. Do not merely read PowerPoint slides. Many students use additional source information to enrich their presentations. This helps avoid the condition known as Death-by-PowerPoint.
 - Distribute paper copies of the power point slides to all students and professor at the beginning of the presentation.
 - Include all Notebook materials: PPT, Research Paper and E-Learning Lesson Plan on to a CD. Attach this inside the Notebook.
- Develop a 10 item Quiz based on the objectives of the presentation. The Quiz will include a minimum of 9 multiple choice, one short answer questions. Test development is a difficult task. It is recommended that you spend time reviewing each item before its final use. Answer key should be given to the professor at the time of the presentation.
- Develop a Project Management Criteria Check List (see one kind of example here: **(Project Plan of Responsibilities)** of all course requirements. That is, list the activities completed by each member and the date(s) they were expected to be completed. Project Management is a big factor in training program development and success.

Part B: Presentation

- Present the Chapter PowerPoint Lesson to the class in accordance with (IAW) the class schedule.
- Presentation Methods
 - This is a professional presentation similar to one usually made in a business training environment. Dress the part.
 - Handout copies on the PPT presentation at the time it is delivered.
 - Encourage discussion and do your utmost to encourage student interactivity and participation.
 - Administer the Quiz, collect it and report the results in the Applications Portfolio Notebook
- The chapters should be presented in the following order:
 - Chapter 1 on the 2nd Saturday in the morning
 - Chapter 2 on the 2nd Saturday in the afternoon
 - Chapter 3 on the 2nd Sunday in the morning
 - Chapter 4 on the 2nd Sunday in the afternoon
 - Chapter 5 on the 4th Saturday in the morning
 - Chapter 6 on the 4th Saturday in the afternoon
 - Chapter 7 on the 4th Sunday in the morning
 - Chapter 8 on the 4th Sunday in the morning
 - Chapter 9 on the 4th Sunday in the morning

3. Assignment Number Three: Complete E-Learning Unit

Review and execute all the elements listed in the [E-learning Syllabus](#). Include these requirements in the Application Portfolio Notebook

Adult Course Methodology

1. First Weekend; Saturday
 - The instructor will ask each student to introduce themselves including their instructor experiences, career goals; name an attribute of an exceptional instructor and finally, something memorable about their background.
 - The instructor will lead the class through the Course Syllabus and E-Learning Syllabi.
 - The students will be divided equally into 9 teams (one team per textbook chapter).
 - The instructor will then assign teams to their respective chapters for their Applications Portfolio Notebook
 - Each team will assign individual team member responsibilities and the schedule according to the **Project Plan of Responsibilities**.

- The instructor will ensure all class members know the phone numbers and email listing of all team members
2. First Weekend: Sunday
- i. Advice: Recommend students take notes of all instructor's lectures and presentations
- The instructor will deliver a lecture entitled: Theories of Learning;
 - The biology of Learning
 - Behavioral Learning
 - Cognitive Development Learning
 - Humanistic Learning
 - Law of Learning
 - Adult Motivation
 - Robert Gagne's Conditions of Learning
 - Mid-Career transitions
 - The remaining time should be given to the teams to review requirements, plan activities and insure timely project schedules.

Class participation requirements

All learners come into a course with a rich and varied background of personal experiences. These experiences should be freely shared, i.e. opinions, observations, and perceptions relevant to the topic, which will form the point counter-point that results in attitude formation and concept development.

The foundation of learning is in active contextual interactivity and the development of mental models. The formation of these models depends upon active, focused student participation. It is imperative that each student share well-reasoned, thoughtful opinions, examples, and solutions oriented to adult educational challenges.

Grading Policy

1. **Class Participation** 10%
Criteria: Showing interest in the topic, asking relevant questions, extending the students understanding of the topic, being on-time to class and breaks, behaving professionally. (individually graded)
2. **Research Report** 20%
Criteria: Follow the guidelines and meet all class and E-Learning requirements, meet all schedules using innovative applications in the development of deliverables. **Plagiarism will result in zero credit.** (Individual graded)
3. **Team Presentation and Notebook** 40%

Criteria: This shared and integrated work requires teamwork, logistic planning following all deliverable guidelines IAW schedules. Superior project planning means to avoid last minute problems with logistics. (Team Graded)

4. Final E-learning Unit 30%

Criteria: Complete all stated requirements on the e-learning unit syllabus. (Individual graded)

Nature of Course Evaluation

The course will emphasize the application on new knowledge using a Portfolio, in the form of the team notebook that encompasses the requirements of No. 1 and 2 stated above. The E-Learning assignment is an individual grade and is also a part of the Applications Portfolio Notebook.

Six Assumptions Regarding Adult Learning

1. Adults need to know why they need to know
2. Adults need to learn experientially
3. Adults approach learning as problem solving
4. Adults learn best when topic is of immediate value
5. Adults need to integrate new ideas with what they already know
6. Adult emotions are critical to their learning, motivation, and memory

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