

**ACED 7150**  
**Perspectives on the Adult Learner**  
**Spring 2012**  
**3 Semester Hours**

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**Dewar College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**

**Dewar College of Education Conceptual Framework: Guiding Principles** (adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXT**

Brookfield, Stephen D. (1986). *Understanding and Facilitating Adult Learning*. Jossey-Bass, San Francisco, CA ISBN: 0-87589-674-X

**COURSE DESCRIPTION**

Facilitation of learning and performance improvement in the workplace and adult education environment. The course includes application of instructional methods, informal and incidental learning strategies, coaching, team building, and formal and informal on-the-job learning tactics. The course also focuses on facilitating individual and group learning to effect organization change.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

## **COURSE OBJECTIVES**

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

1. Describe and discuss the development, unique needs and characteristics of the adult learner in today's contemporary society.
2. Describe and discuss the social, economic, cultural and political forces that affect adult learning.
3. Describe various factors that can motivate or hinder adult participation in adult education programs.
4. Describe adult learning activities that involve the self-directed learning.
5. Describe the role of the educator in the adult education process.
6. Describe the relationship between work and career and adult learning.
7. Describe how adult learning impacts performance and organizational development.

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

**I. Papers and Reports:** Word process all papers, double spaced with 12 point font. Papers should have a cover sheet indicating: (a) your name(s), (b) title of paper, (c) date, (d) and course title. The reference list should be on separate paper. The page count does not include the cover page nor reference list. All papers should be completed by the assigned due date. A penalty 10 points will be imposed on late papers. All papers should be scholarly in nature and should be written and cited according to the American Psychological Association (APA). (I, II, VI)

**A. Current Issues in Adult Learning Research Paper:** (10-15 pages excluding references). Each student will conduct literature research and develop a paper using a minimum of ten cited references from a combination of professional publications, internet websites, and/or institutional documents. The purpose of the paper is to research and report on a current and/or emerging issues regarding adult learning. (100 points) (I, III)

**B. Field Interview & Report:** Each student will interview Adult Education/Workforce Development leadership professionals in a chosen educational context to gain insight into specific adult learning policies and practices for their adult learning programs. Issues should revolve around, but not be limited to how adult learning is viewed, what considerations are taken into account for instruction; what learning strategies or activities do the adult participants seem positively impact their learning, and what steps are taken to provide an effective adult learning environment. Subjects for the interview could represent various educational positions from system to district to institution levels. The oral class presentation of this interview should include but not be limited to the following sections: a) Introduction with background information of the educational context and interviewees; b) a narrative describing the data gathered from the interviews; and c) what was learned. Use of multimedia to enhance the effectiveness of the presentation is strongly encouraged. Students will be given 20 minutes to make their report summarizing their field investigations and be allowed 10 minutes to respond to comments and/or questions. Each student will submit a written report of this project. (150 points) (I, II, III)

**II. Update Discussion Activities:** In selected class meeting, students will be assigned to share with the class updated information related to the topic and readings assigned to that class meeting. Selected students will compose a one-page summary of an article from a published source to share with his/her classmates and lead a discussion based on the information discovered. A copy of the article and the summary sheet will be submitted to the instructor. This discussion activity is essential to learn the most current information and achieve the learning objectives of the course. (100 points) (I, II, VI)

**III. Examinations:** A final examination will consist of essay questions based on course readings and class discussions. Students will be given options regarding questions to answer. The final examination will emphasize material covered in comprehensive questions. Students are encouraged to draw from course readings, interview and class notes, and other materials. (100 points) (I, II, III, VI)

**IV. Internet Threaded Discussion Activities:** In between class meetings, the instructor will post issues and/or questions based on the topics and readings of the course on the course website. Each student must respond to the posted issues within the time frame as directed. Each student must then respond to at least two other student's posting with the established time frame. Finally, each student must respond to the reaction of fellow students to his or her initial response. This threaded discussion activity is essential to achieve the learning objectives of the course. Successful participation in the threaded discussion will result in the awarding of 150 points. (I, II, IV)

**V. Class Participation:** Participation is very important. The participation grade is based upon: (a) contributions to classroom discussions, (b) reactions to assigned readings and presentations; and (c) evidence of reflection, analysis, synthesis, and evaluation. Opposing perspectives are welcomed and encouraged. Class participants are expected to treat one another with the respect and dignity all community members in a democratic society are entitled to and nothing less than thoughtful behavior will be acceptable.

Absenteeism means a significant loss of learning. If problems with attendance arise, please contact the instructor in advance as the situation permits (100 points) (I, II, IV)

## COURSE EVALUATION

### Assessment and Evaluation

Student learning gain will be formally assessed via the aforementioned assignments and examinations. The following is the course assessment criteria:

Research Paper	100 points	14.3% (CO 1 - 7)
Internet Discussions	150 points	21.4% (CO 1 - 7)
Update Article	100 points	14.3% (CO 1 - 7)
Field Interview and Report	150 points	21.4% (CO 1 - 7)
Final Examination	100 points	14.3% (CO 1 - 7)
<u>Participation</u>	<u>100 points</u>	<u>14.3% (CO 1 - 7)</u>
Total	700 points	100%

Evaluation of student earning gain will then be based on the following grading scale:

- A = 700 - 650 points
- B = 649 - 599 points
- C = 598 - 548 points
- D = 547 - 497 points
- F = Below 497 points

## CLASS POLICIES

### ATTENDANCE

Since this is a performance-based class, students are expected to attend all sessions. Twenty percent of the final total points will be deducted for each class session missed (3 sessions each weekend, Friday night, Saturday morning, Saturday afternoon). **Tardies of 20 minutes will be recorded as an absence for the session.** Students absent more than 20% of course will receive an "F" for the course.

**CELL PHONES** are distracting to the instructor and to the other students. Please turn off or silence your cell phone before class begins. Please be considerate of the instructor and your classmates.

### SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

## **POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee

## Tentative Course Organization and Outline

This course is organized as a theory-to-application learning enterprise. The course objectives serve as the subject matter framework from which then readings and learning activities are engaged to build desired knowledge and application skills and attitudes.

<b>Class</b>	<b>Date</b>	<b>Topics/Activities</b>	<b>Readings</b>
1	2/24	Introduction & Expectations Course Review Overview of Adult Learning	Syllabus Chapter 1
	2/25	Adult Development & Learning	Chapters 2,3 & 4
2	3/9	Andragogy and Facilitation Guest Speaker	Chapters 5, 6
	3/10	Learning- Informal and Formal, Program Development	Chapters 7, 8 & 9
3	3/23	Programs, Evaluation and Good Practice	Chapters 10, 11 & 12
	3/24	<b>Field Interview Presentations</b> <b>Final Exam</b>	

**\*\*\*** The instructor reserves the right to revise the course outline as needed to allow for more or less time for specific subjects, to add topics upon expression of interest by class participants, or to otherwise adjust the schedule to meet the mutually accepted needs of the instructor and the class participants.

### **INSTRUCTOR**

Dr. Michael Siekkinen  
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