

Department of Teaching & Learning, T&L 545 Adult Learners

General Information: College of Education & Human Development
Department of Teaching & Learning
Fall 2007
Adult Learners, TL 545, 3 credits, Education Room 210
Wednesdays from 7:00 p.m. to 9:30 p.m.

Instructor: Cynthia Shabb, Ph.D.
Education Room 212 A, 777-4719;
E-mail: cynthiashabb@mail.und.edu
Office hours: Tuesdays 3:00 – 4:00 pm
Wednesdays 2:30 -5:30 pm; 6:00-7:00 pm
9:30 – 10:00 p.m.
Thursdays 3:30 – 4:00 pm

Required texts

Clark, M.C. & Caffarella, R.S. (1999). *An update on adult development theory: New ways of thinking about the life course*. San Francisco: CA: Jossey-Bass Publishers.

Vella, J. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults*. San Francisco: CA: Jossey-Bass.

Required readings:

Holmes, G. & Abington-Cooper, M. (2000). Pedagogy vs. andragogy: A false dichotomy. *The Journal of Technology Studies* retrieved online August 17, 2007, from <http://scholar.lib.vt.edu/ejournals/JOTS/Summer-Fall-2000/holmes.html>

Tatum, B.D. (1992) Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62 (1), 1-24.
Retrieved August 6, 2007, from ProQuest Psychology Journals database. (Document ID: 1659943).

Torres, V., Howard-Hamilton, M.F. & Cooper, D.L. (2003) Theoretical frameworks of diverse identity development theories: A view through a different lens. In Kezar, A.J. (Series Ed.) *ASHE-ERIC Higher Education Report*, Vol. 29 (6). Identity development of diverse populations: Implications for teaching and administration in higher education (pp.33-66). Retrieved August 16, 2007, from <http://www3.interscience.wiley.com/cgi-bin/jissue/104549895/>.

Recommended text/readings—This list will grow as we progress through the course.

Merriam, S.B. (2001) *The new update on adult learning theory* (2001) San Francisco, CA: Jossey-Bass Publishers.

Merriam, S.B. & Caffarella, R.S. (2006) *Learning in adulthood: A comprehensive guide*. San Francisco, CA: Jossey-Bass Publishers.

Paulson, K. & Boeke, M. (2006) *Adult learners in the U.S.: A national profile*. Washington D.C.: American Council on Education.

Torres, V., Howard-Hamilton, M.F. & Cooper, D.L. (2003) Identity development of diverse populations: Implications for teaching and administration in higher education. Kezar, A.J. (Series Ed.) *ASHE-ERIC Higher Education Report*, Vol. 29 (6). Retrieved August 16, 2007, from <http://www3.interscience.wiley.com/cgi-bin/jissue/104549895/>.

Course Description: This course will cover theories of adult development, current research on adult learners, ways of assessing the needs and interests of adult learners, and ways of creating environments in which adult learners can thrive.

Teaching and Learning Conceptual Framework:

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning and articulate visionaries.

Course Objectives: The purpose of this course is to prepare college teachers and college administrators to successfully respond to the needs of adult learners. Through individual reading and reflective writing, group discussion, participation in group activities, and completion of course assignments, students will:

- 1) Demonstrate their understanding of the social change that bring adult learners to college campuses.
- 2) Analyze how the growing adult population on campuses affects all aspects of the university, particularly the dynamics within the classroom.
- 3) Demonstrate an understanding of theories and principles of adult development and learning.
- 4) Illustrate an understanding of their own development and experiences as learners.
- 5) Demonstrate their understanding of how to assess the needs and interests of adult learners.
- 6) Illustrate how they might apply concepts introduced in this course to their teaching or supervision of adult learners.

Course Requirements:

1) **Blog Responses:** You will respond to questions or comments about the reading or classroom discussion via Blackboard in Blogs. These responses will serve as a way for you to reflect on the readings and course material. It will also be a way for you and I to assess your individual growth within the class. It should also improve class discussion. There will be at least three opportunities to participate in the blogs. Please note that the blogs are due on specific dates. The blog will be turned off for commenting at 10:00 p.m. the day that your responses are due. (3 total blogs; 5 points each for 15% of your grade)

2) **Adult Learning Theory:** Individual Learning Analysis: Using one or more theories on adult development, produce your own developmental profile. Relate the theory to your own development. Describe how your learning needs and interests have changed over time. Finally, explain how your stage of development affects your work as an educator. Present these insights to your classmates orally. (General guideline: Paper will be approximately 4 to 6 pages; oral presentation—10 to 15 minutes long. (20% written; 5% oral presentation)

3) **Reviews:** You may undertake a book or movie review:

- a. **Book Review:** Read and review a book on adult learning. Select a journal that reviews books. Find the guidelines that the journal puts forth about book reviews. Submit a copy of the review, along

with the book review guidelines, to a partner in the class to critique and review your work. Incorporate their suggestions into your review and submit a copy of the book review, along with the book review guidelines from whatever journal you have selected. Attach your partner's critiques to the final copy of your review. Copies of your reviews will be made available to the class and a discussion about the books read will be held. (25%)

OR

If you find it too difficult to find a journal that gives instructions about book reviews, use this:

b.) **Book Review:** Read and review a book on adult learning. Provide a brief overview of the book. Describe its strengths and weaknesses. Tell what spoke to you about the book or why you had difficulty relating to it. Tell us why we should or should not read this book. Submit a copy of the review, along with the book review guidelines, to a partner in the class to critique and review your work. Incorporate their suggestions into your review and submit a copy of the book review, along with the book review guidelines from whatever journal you have selected. Attach your partner's critiques to the final copy of your review. Copies of your reviews will be made available to the class and a discussion about the books read will be held. (25%)

b. **Movie Review:** View a movie that illustrate the various issues related to stages of adult development. Provide a brief overview of the movie and give specific examples from the movie that illustrate the stage you choose. Submit a copy of the review to a partner in the class to critique and review your work. Incorporate their suggestions into your review and submit a copy of their critique, along with your movie review. A list of possible movies (I'm certainly open to you suggesting other titles) is available from the following website:

<http://apadiv20.php.ufl.edu/cinema.doc>.

Copies of your reviews will be made available to the class and a discussion about the books read will be held. (25%)

5) Individual Project/Paper: Below are three examples of projects. I ask that you choose one of these or you may propose others.

The final report/paper—whether you do option a., b. or c. will be done in two stages, a draft stage and then a final copy.

Draft stage: The draft stage will allow me to read and comment on your paper. Prior to submitting your draft, I ask that you make a few comments about your own paper. In the margins of your paper, identify one or two specific items that you believe you have done right. In addition, ask yourself a question(s) about your work and write this down. You may even wish to answer this question in your final draft. After receiving your draft with your margin comments, I will read it and give you comments and ask you to revise it for the final paper.

a) Comparative Interview Report/Paper: Compare the experiences of a traditional learner with an adult learner in the same class on a campus of your choice. This would involve setting up interviews and compiling the information into a paper written in narrative form. The paper should summarize what was learned about the differences and similarities of these two learners and the subsequent applications for teaching. For those of you who have taken qualitative research and are considering undertaking a qualitative dissertation this would give you interviewing experience. Share your findings with your classmates orally. 25% written narrative; 10% oral report.

b) Barriers: Determine what "barriers" exist on a particular campus, specifically to the adult learner in a given area or areas. You might want to do this in a survey format which may give you

needed experience in conducting surveys and in the area of statistics. Or, if you choose to interview individuals on a campus this would provide you an opportunity to practice interviewing. Your ultimate goal is to make suggestions for removing these barriers. Prepare a written report of your findings and present them to your classmates orally. 25% written report; 10% oral presentation

c)**Adult development/learning:** Write a paper on a topic of interest that allows exploration of an aspect of adult development and/or learning. It might be based on one of the many issues raised in our texts or a topic that is a spin-off of an issue raised by the authors of our texts. The paper should be a synthesis of material on the topic using information found in books, journals, the internet, personal interviews, etc. Include references. The paper should be prepared according to APA style. Prepare an oral presentation to share with the class about your topic.

25% final paper; 10 % oral presentation

Grading:

BLOG responses: **15%** 3 blogs (5 points each)
Developmental Theories: **25%** (20% written & 5% oral presentation)
Review: **25%**
Individual Project/Paper: **35%** (25% written paper/project and 10% oral presentation)

Total = 100%

NOTE: More detailed scoring rubrics for course requirements may be given when assignments are introduced.

Final Course Grading: 90-100 = A
80-89 = B
70-79 = C
60-69 = D

TENTATIVE SCHEDULE OF TOPICS*

Date	Topic(s) Covered	Required Reading/Action
August 22	Introduction to the course, the syllabus and to each other; first written assignment discussed. Adult Learning: The beginning--Historical perspective and definitions Factors affecting adult education	In-class activity.
August 29	Overview of Blackboard: Presenter: Lori Swinney, Ph.D. Theories of Adult Development Biological (Bee) /Psychological (Erickson, Gould, Levinson and Levinson, Loevinger, Perry, Valliant)	Merriam, Ch. 1—to be given to you. Clark/Cafarella Ch. 1-3
September 5	Theories of Adult Development (Continued)	Holmes and Abington-Cooper article. Blog response related to Holmes and Abington-Cooper article due by 9/4/07 at 10:00 p.m.
September 12	Theories of Adult Development Racial and ethnic identity development Gender development and sexual identity Presenter: Cindy Juntunen, Ph.D. Associate Professor/Chair; Counseling	Clark & Cafarella; Chapters 4-6 Readings: (1)Tatum, B.D. (2) Torres, Howard-Hamilton, & Cooper.
September 19	Theories of Adult Development Social and cultural perspectives (Neugarten, Cross, Helms) Presenter: Russ McDonald, Ph.D.** Research Associate; Center for Rural Health	
September 26	Integrative models of adult development Principles of Adult Learning	Clark & Cafarella Chapters 7-11 Begin sharing learning theories.
October 3	Principles of Adult Learning Adult Learning Theorists/theories Presenters: Best Practices from Practitioners: Judy Milavetz, Dawnita Nilles, & Laurie Robinson**	Continue to share learning theories. Choose principle from Vella that you wish to read about & later present.
October 10	Principles of Adult Learning Adult Learning Styles	Vella; Part 1; Chapters 1-3 and chapter(s) that correlates to the principle of your choice. Presentations of principles /
October 17	Principles of Adult Learning Adult Learning Styles Presenters: Cec Volden and Dave Lambeth**	Continue presentations of principles if necessary.
October 24	Panel: Decade of Learners**	

October 31	Open Class Topic(s): To be decided by group.	
November 7	NO CLASS	Blog 2 response due by November 8. Work on book reviews and individual projects and papers. Remember to have another student critique your book review prior to submission.
November 14	Discussion about books and movies reviewed.	Book/Movie Review Due.
November 21	NO Class	BLOG 3 Response due by Nov. 22. Work on individual project/papers.
November 28	Individual Project/Paper presentations	Presentations. Possible date to submit draft of paper/project.
December 5	Individual Project/Paper presentations	Presentations. Possible date to submit draft of paper/project.
December 12	NO CLASS. This is Finals Week.	ALL FINAL PAPERS/ PROJECTS DUE.

*** Changes to the syllabus may need to be made depending on how quickly or slowly we progress through the topics. Additionally, I am still in the process of confirming speakers for various events so there may be modifications made with the schedule. Thank you for your understanding.**

**** Date for this may change.**

UND Policies:

- *Incomplete grade: The mark "I", Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. If you anticipate that you cannot complete assigned course work according to the given timeline, you should reconsider enrollment in this course.*

Disability Accommodations:

If you have emergency medical information to share with me, need special arrangements in case the building must be evacuated, or you need disability accommodations in this course, please make an appointment with me. My office location and hours are listed on the front of this syllabus. If you plan to request disability accommodations, you are expected to register with Disability Support Services, 190 McCannel Hall, 777-3425).

Grievance Procedures:

Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, it is the Department of Teaching and Learning policy to proceed as follows:

1. *Any student with an academic grievance should discuss the grievance with the professor, and request mediation with the person.*
2. *If the grievance is not resolved at the faculty level, the student may discuss it with Dr. Glenn Olsen, chair of the Teaching and Learning Department and request mediation.*

3. *If the grievance is not resolved at the Department level, the student may discuss it with the Associate Dean of the Teaching and Learning Department and request mediation.*
4. *If the grievance is not resolved at the Director level, the student may appeal it to the Department's Grievance and Appeals committee.*
5. *If the grievance is not resolved at the Department level, the student should discuss it with Dr. Dan Rice, Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.*
6. *If the grievance is not resolved at the college level, the student may request a review of the grievance by the Academic Standards Committee of the University. The ASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.*

It is the student's responsibility to initiate and advance the grievance.

Attendance

The University of North Dakota does not allow instructors to grade a student on attendance. Nonetheless, it is expected that you attend scheduled classes. If you should miss a class, you are responsible for obtaining the notes and assignments given. You may wish to have a classmate tape record a session that you know you cannot attend. It is expected that you take the initiative to arrange for making up missed content.

Plagiarism and Cheating:

While I do not expect this to be an issue in class, plagiarism or cheating of any kind **will not** be tolerated. All students are expected to maintain a high standard of conduct. Any case of scholastic OR other types of academic misconduct will be treated according to the stipulation in Section 3 of the Code of Student Life at UND.