

Adult Learning

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Advance Organizer

Welcome to the Spring 2005 edition of ADE 5385, Adult Learning! This document serves both as a syllabus and as a multi-media (*sic*) resource manual for students taking the course. It consequently amounts to a sort of reading assignment in and of itself.

To boil matters down, though, the course is structured around three main components:

- ☆ An introductory section of three weeks spent on establishing a strong learning community among participants and *examining issues of lifelong learning and adult human development*;
- ☆ A second five-week section ending just after Spring break and devoted to *understanding the basics of adult learning from physiological, psychological and sociological perspectives*; and
- ☆ A third and final section likewise lasting five weeks and focused on practical applications of these insights: *how we go about promoting adult learning in our communities and workplaces* and what skills are required to do so.

We will engage in *four kinds of activity* during the upcoming weeks: (a) reading relevant material from the textbook and from other articles, reports and websites; (b) discussing these ideas and facts in our online forums; (c) carrying out a certain number of exercises (three individual ones plus a major team project) to begin applying the insights and skills that we are acquiring; and (d) preparing a personal manual on essential notions of adult learning (each will prepare his or her own) to be presented at the end of the semester.

Grades will be based on the discussion forums (25%), the three short exercises (20% overall or 6% + 7% + 7%), the team project (25%) and the adult learning manual (30%). There are no examinations or term papers (other than the team project) in this course.

Active participation is one key to success in ADE 5083. Because the online semester is a short one (13 weeks), it is very important that students make every effort to keep up with assignments and to complete them in a timely fashion. The amount of reading is set at a fairly modest level in order to leave time for discussion and reflection, so it is critical that we manage to get the maximum out of what we *do* read (and discuss) by bringing the best of our own experience to bear on each issue considered – and by becoming ardent adult learners ourselves!

PURPOSE AND OBJECTIVES

The fundamental purpose of this course is twofold: to give participants an overview of current theory and practice with respect to learning in adulthood and to help them acquire -- or further perfect -- some of the skills needed in order to be an effective architect and facilitator of adult learning in workplace, community and academic settings.

More specifically, our objectives this semester are the following:

- (1) to familiarize participants with the dynamics and the varieties of learning in adulthood;
- (2) to develop their understanding of how adult learning is most effectively facilitated;
- (3) to do so in a way that is consistent with adult learning theory and so provides, to the extent possible, a model of good practice; and
- (4) to do so in a way that is enjoyable for all involved!

The course experience is not intended solely for majors in adult education and human resource development (though it is a requirement for them). Understandings of adult learning and its effective facilitation are important to many other fields of study and professional practice, from public administration to health, and from higher education to business and criminology, to name a few. Anyone concerned with human services or education in the broadest sense of those terms is by definition also concerned with issues of adult learning, because they condition the effectiveness of staff training and public outreach. ADE 5385 is therefore intended as well to provide a grounding in adult learning for people from this wider audience.

Background and Applications for this Adult Learning Course

At the same time, the Adult Learning course is situated within a *sequence of offerings* given by the Adult Education/Human Resource Development program, and it connects with others of these complementary topics. For example, this course follows quite naturally from the classes on Foundations of Adult Education (ADE 5080) and Introduction to Human Resource Development (ADE 5083) that are given in the Fall of each year and situated “upstream” from our study of adult learning *per se*. As a consequence, issues of provision in adult education and consideration of the theoretical basis for human resource development – though useful for a full understanding of adult learning – are not dealt with directly in this course. Reference is made at points in the syllabus that follows, however, to summary readings of these topics that students in the class who have not had those foundational courses may want to consult.

In a similar manner, study of adult learning principles and methods leads directly to concern with design of adult education programs, with management and implementation of staff training and development functions in different setting where adults work and learn and with design of learning experiences. These practical issues are only covered briefly in our class this semester but are addressed much more fully in coursework that lies “downstream” from ADE 5383, specifically in the courses on Program Leadership and Development (ADE 5186, also given in the Spring), on Staff Training and Development (ADE 5186, given in the Fall starting this year) and on E-Learning in Corporate Settings (ADE 5932r, which will be given for the first time next year). Students in this course should therefore be aware that certain aspects (and especially “extensions”) of the Adult Learning topic must be more completely covered either by complementary coursework within our program or by other study and experience that they themselves acquire.

COURSE COMPONENTS

In this course, we accomplish the purpose and the objectives defined above by engaging together in four basic types of activity:

- I. *Reading* of textbook chapters, journal articles and case studies on adult learning.
- II. *Online discussion* of these materials and of related dimensions of our own experience.
- III. *Exercises* that allow us to generate new knowledge about challenges, potentials and opportunities for learning in adulthood as well as to develop new skills for effectively promoting it. Students will undertake three short activities of this type individually in the first half of the semester, then will engage in a team project (described below) in the second six weeks.
- IV. Preparation throughout the semester of a *personal manual* or handbook on adult learning where each student records his or her capsule summary and illustration of the main lessons about the topic that they would like to retain or that they might use to train others interested in adult learning who have not taken the course.

THERE ARE NO EXAMINATIONS IN THIS COURSE NOR IS THERE ANY OTHER FORM OF “TERM PAPER” beyond the exercises and projects detailed above. Despite the weighty syllabus (!) and some necessary excursions into theory, this is a course primarily designed for practitioners and professionals, whether people currently exercising those functions or aspiring to them. As such, it puts primary emphasis on helping you develop skills and a usable repertoire of knowledge that can be of service in the field.

Each of the types of activity mentioned above is detailed more fully below. Note one thing first, however:

All these activities require and suppose that we develop a strong *community of learners* in ADE 5385. Adult learning in general, and online adult learning in particular, is as much a collective as an individual undertaking. We learn a great deal from each other – student from student, as well as student from instructor (and instructor from students!). So we will want to spend some time at the beginning of the semester getting to know each other and will want to pay regular attention over the succeeding weeks to strengthening our community and our support of each other.

In fact, you may have noted that there is a sort of “useful redundancy” in ADE 5385: It is a course *about* adult learning that is at the same time an important experience *in* adult learning for each and every one of us! If there is one major prerequisite (or co-requisite) for this course, it is that you be interested in becoming an accomplished adult or lifelong learner yourself. This course offers you then the opportunity not just to study the topic, but to practice it ...on yourself!

COMPONENT I: READINGS AND INSTRUCTIONAL MATERIALS

Readings for the different sections of the course are detailed in the course outline hereafter. The only required textbook is Sharan Merriam and Rosemary Caffarella *Learning in Adulthood*, published in 1999 by Jossey-Bass (San Francisco, CA). It may be obtained in a number of ways outlined in the bulletin that was sent to class members before the beginning of the semester. (A copy of this memo may be found on our website under “Course Library”).

The other required readings can be accessed online at website addresses (URLs) that appear in “clickable” form in the course outline below. For each topic there are required readings plus supplementary ones provided for those students who may wish to pursue a particular topic in greater depth, either during the course or after it is over. The readings for each week form a unit devoted to given aspects of a particular topic in the sequence of the semester and they are introduced by the Study Guide for that week, which is found in the “Assignments” section of the website. You should read the Study Guide carefully before undertaking (or, if you have already read them, before reviewing) the other required text material for the week in question.

The quantity of reading assigned each week has been kept modest on purpose in order to allow you time for reflection on the week’s topic, for comparing what you read with your own life or work experience in the topic area, for sharing your insights and viewpoints with other class members on the discussion boards and for working on the related exercises. Numbers of pages to be read each week average between 50 and 60, and they rarely if ever exceed 70.

There is no avoiding, however, a fair load of reading in a graduate course of this type, the more so as assigned readings are naturally augmented in an online learning experience by the frequent communications from instructional staff that you will be reading and the discussion forums in which you will be participating. But there are good reasons not to shrink from this challenge. For one thing, there is much to be learned about our subject that can most effectively be acquired through print (or internet) media. For another, knowing how to peruse and get the essence from a fair quantity of documentation and relevant text material is one of the skills required of anyone who wishes to exercise the kind of leadership functions in adult education, HRD and related fields that we hope each of you aspires to assume (or that you already occupy!). The trick obviously lies in reading *well* and organizing one’s time *effectively*. There will be an opportunity to share lessons learned, tricks of the trade, questions and frustrations about these matters on one of our community forums.

COMPONENT II: DISCUSSION FORUMS

We will *acquire* new information through our reading and our research, and also through exchanges among class members. You may *process* that information in a variety of ways, but a principal method that we will use is online discussion. Discussion Boards represent, in an online course, the equivalent of classroom participation and interaction in a face-to-face environment. Since we will not all be present at the same time in the same place, we carry on our exchange via the Discussion Board facility of our Blackboard website. Discussions there are largely asynchronous: that is, class members log into the Board at different times during the week (from early morning to late at night depending on their availability), they read what has been posted and they offer their own comments, reactions and analysis.

There is nonetheless a time-bound element in Discussion Board posting. For one thing, entries on any week’s Discussion Board must be made before the end of the week. For another, you will usually want to post your initial comments at one time within this weekly timeframe, then return at another to see what people have said since – including what they have said about your own posting – in order to offer further reflections or a rejoinder. In fact, though the time scale is different, this is much like what happens in a face-to-face class, where I make a comment, next someone else “piggy-backs” on that to raise a related issue, then a third person responds to the two remarks just made and I may come back once again to add another opinion. Norms about Discussion Board participation are explained below, but the main point here is to recognizing the importance of this facility for our “processing” of the material presented in the course and clarifying some of its mechanics.

Because there are over 30 people enrolled in this Spring’s edition of ADE 5385, we will divide ourselves into 6 discussion groups. It is hard to follow a substantive internet discussion with

more than 7 or 8 participants (unless you're an Instant Messenger whiz like my kids!), especially when one is expected to pay attention and react to what all members of the group may be saying. This goes much better in a smaller discussion group. One of the course mentors will be assigned to each group and I myself will "visit" all of them to experience the nature of the conversation and throw in my two cents' worth.

COMPONENT III: EXERCISES AND TEAM PROJECT

Four exercises – three brief ones due every other week during the first half of the semester and one long one (the team project) undertaken during the second six weeks – are on our agenda. The general purpose of these exercises is to give students an opportunity to practice and perfect some skills of importance to designers and “facilitators” of adult learning and at the same time to broaden our knowledge base in the area. The first three exercises – assigned in Weeks 2, 4 and 6 of the course respectively – are a journal critique, an interview activity and a class or learning observation exercise.

The final and longer exercise, carried out during the latter half of the semester, is a Team Project -- a research or development activity where groups of class members work together in virtual teams to

- (a) expand their knowledge of adult learning in some realm of interest that is not well covered by the course;
- (b) generate some new data about adult learning behaviors by surveying practitioners and actual learners; or
- (c) develop and test some new procedure for effectively supporting adult learning.

Teams will be composed of about five or six class members each. Topics will be chosen from among a list (to which you may add proposals) during Week 7 of the course. Further details about this importance activity will be provided on our website as the time approaches. It really has dual purposes: both to help us generate additional knowledge and/or skill in the topic area of the course (the “content” objective) and to serve as a laboratory in team learning, which is one important type of “adult learning.”

COMPONENT IV: PERSONAL HANDBOOK ON ADULT LEARNING

The fourth and keystone component of ADE 5385 is the preparation of a Personal Handbook on Adult Learning designed to encapsulate for you the essential lessons learned from the different sections and topics of the course. It should be the sort of document (anywhere between 20 and 40 pages in length) that you might use to remind yourself of the most important notions for a training or adult education professional to keep in mind when working in the field -- or that you might use to explain the essence of the course to a colleague or subordinate who was concerned by issues of adult learning but hadn't taken a similar course. This document will be prepared bit by bit throughout the semester in lieu of traditional exams or an individual term paper, and there will be several opportunities – as it takes shape -- for you to present the draft or partly-completed manual to the instructional staff and to get feedback and suggestions regarding it. The purpose is in large part that you come out of the semester with a product that embodies and personalizes what you have learned and yet does a good job of presenting the “essence” of the subject to a third party. Fuller explanations of the nature of this assignment and the criteria that will be used in grading it are presented in Appendix A to the syllabus.




OTHER REQUIREMENTS AND EXPECTATIONS






- We will endeavor to create a democratic and inclusive learning climate and community that allows for freedom of expression, critical reflection, enhanced listening, constructive dialogue, meaningful participation and enhanced understanding.






- It is expected that you will actively participate in all class activities, conversations and assignments. Active participation includes raising thoughtful questions, making useful observations about the course content and process, engaging in critical reflection on your own and others' assumptions in a respectful manner, sharing ideas, providing useful feedback, and undertaking ongoing evaluation of different aspects of the course and your own learning.
- Online courses offer flexibility for learners' schedules, *but this does not make them easier than traditional face-to-face courses*. You should expect to spend at least 10 to 12 hours per week on this course—the same amount you would typically spend in a classroom and at home doing assignments.
- It is expected that everyone will provide constructive feedback on the quality of the course content, methods of instruction and learning processes. Efforts will be made to accommodate suggestions and resolve concerns. In the event that you must miss a week, it is your responsibility to review the material that you missed.
- You are expected to complete the assigned readings in a timely manner and submit written assignments on time. Written assignments are to be submitted via the "View/Complete" link that is found below certain assignment listings in each week's folder.
- Concerning technology requirements for the course, or for technical assistance, please refer to the Office of Distributed and Distance Learning's website:




<http://online.fsu.edu/onlinesupport/student/assistance/>

You may also call 850-644-8004 for any problems you experience with course websites.






| COURSE OUTLINE | |
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| <p>“Week 0”</p> <p>1/6 -- 1/12</p>  | <p>Familiarization with Blackboard and Related Online Learning Techniques</p> <p>The first week of the FSU Spring Semester will be devoted to an initiation to the Blackboard Learning Management System used for this online course and to related techniques of online instruction for students who are not yet familiar with it or who wish to brush up on their skills.</p> <p>Our class will not officially begin until the second week (below), since online courses are shorter than their face-to-face equivalents. This material is therefore not “required,” but students are encouraged to use the time either for becoming familiar with online learning methods, for advance study of different elements of the syllabus or for both.</p> <p>☺ Note that students who have not taken ADE 5080 Foundations of Adult Education/HRD may be well advised to look over Chapters 2, 3 and 4 in our textbook (Merriam & Caffarella), which discuss the field of adult education and patterns of participation and provision, because these topics will not be covered directly in the Adult Learning course but offer one important basis for it.</p> |
| UNIT I: INTRODUCTION AND ADULT HUMAN DEVELOPMENT | |
| <p>Week 1</p> <p>1/13 – 1/19</p>   | <p>Lifelong Learning -- and Our Own Learning Histories</p> <p>Core Readings: (35 pages)</p> <ol style="list-style-type: none"> 1. Merriam & Caffarella (hereafter “M&C”) Chapter 1: 5-23. [19 pages] 2. Bélanger, P. and Tuijnman, A. (1997) “The Silent ‘Explosion’ of Adult Learning” In P. Bélanger and A. Tuijnman (Eds.) <i>New Patterns of Adult Learning: A Six-Country Comparative Study</i>. New York: Pergamon/Elsevier. 1-16. [16 pages] <p>Additional Resources:</p> <ul style="list-style-type: none"> • Check the British Open University website (and conference proceedings) on lifelong learning at http://www.open.ac.uk/lifelong-learning/ • For a commercial venture, try the Osher Lifelong Learning Institute in California’s Bay Area: http://www.cel.sfsu.edu/olli/ • The homepage of the Research Network on New Approaches to Lifelong Learning at the Ontario Institute for Studies in Education (OISE): http://www.oise.utoronto.ca/depts/sese/csew/nall/ • A critical piece, questioning “Lifelong Learning for All”: http://www.aare.edu.au/00pap/rub00473.htm • Surf and find you own! • Some of the many literature resources: <ul style="list-style-type: none"> ○ Hatton, M. (Ed.) (1997) <i>Lifelong Learning: Policies, Practices and Programs</i>. Toronto: APEC. ○ Field, J. & Leicester, M. (2000) <i>Lifelong Learning: Education Across the Lifespan</i>. New York: Routledge-Falmer. |






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|    | <p>Key Activities: (further detailed in this week’s Study Guide in Blackboard)</p> <ul style="list-style-type: none"> • Become familiar with the course syllabus and website and tend to the housekeeping details outlined in this week’s Study Guide. • Explore the Blackboard User Manual to learn about our online course system, if you are unfamiliar with it. • Prepare your own student homepage and enter the information about yourself that you would like to share with us. • Join the Discussion Board to which you have been assigned and respond to the first questions for this week concerning your own learning history. (See explanations below regarding use of Discussion Boards). <p>Toolbox:</p> <ul style="list-style-type: none"> • It’s worthwhile everyone brushing up on the proper style for citing literature (or internet resources) in reports and papers. The best solution is to beg, borrow, steal or (if absolutely necessary) buy the latest copy of the APA Manual: <i>Publication manual of the American Psychological Association (5th ed.)</i>. (2001). Washington, D. C.: American Psychological Association. But short of that one way of cheating is to consult a website such as that offered by the University of Southern Mississippi Library. <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> • One minor and “ungraded” one but very helpful for us: <u>Please fill out and submit the student questionnaire referenced in this week’s Study Guide.</u> |
| <p>Week 2</p> <p>1/20 – 1/26</p>   | <p>Adult Human Development: Physical, Psychological and Socio-Cultural</p> <p>Core Readings: (53 pages)</p> <ol style="list-style-type: none"> 1. M&C, Chapters 5-6, pp. 93-127. [35 pages] 2. Reeves, P. (1999) Psychological development: Becoming a person. New Directions for Adult and Continuing Education, 84, 19-27. [9 pages] 3. PLATOON: Select and read <u>one</u> of the following: <ol style="list-style-type: none"> a. Ross-Gordon, J. (1999). Gender development and gendered adult development. New Directions in Adult and Continuing Education, 84, 29-37 [9 pages] b. Chavez, A. & Guido-DiBrito, F. (1999). Racial and ethnic identity and development. New Directions in Adult and Continuing Education, 84, 39-47. [9 pages] c. Edwards, K. & Brooks, A. (1999). The development of sexual identity. New Directions in Adult and Continuing Education, 84, 49-57 [9 pages] <p>Additional Resources</p> <ul style="list-style-type: none"> • Tennant, M. (2000) Adult learning for self-development and change. In Wilson, et al., Handbook of Adult and Continuing Education. San Francisco, CA: Jossey-Bass. 87-100. • An ERIC document on “Adult Development: Implications for Adult Education” may be found at http://www.ericdigests.org/pre-921/development.htm. • The “About” website has gathered together quite a few resources on “Adult Development and Aging” at http://psychology.about.com/od/aging/. • An interesting and opinionated piece – with links – on “stages in adult development”: |






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|    | <p>http://www.fractaldomains.com/devpsych/adlerly1.htm</p> <ul style="list-style-type: none"> • For the interesting perspective of an agricultural extension agent, check http://www.joe.org/joe/1991fall/tt2.html. <p>Key Activities: (further detailed in this week’s Study Guide in Blackboard)</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • Be sure to complete information about yourself on your Student Web Page! • This week we will furnish you with a first template and sample of a section in the Personal Handbook on Adult Learning. <p>Toolbox</p> <ul style="list-style-type: none"> • Improving our literature search skills on internet: what can be found on the web, how to use research databases in the FSU (and other online) libraries, WebLUIIS resources, etc. in preparation for next week’s journal critique assignment. <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> • It’s coming down the pike: Next week the first product is due – a journal critique, described in the Study Guide for Week 3. |
| <p>Week 3</p> <p>1/27 - 2/2</p>   | <p>Intelligence and Aging</p> <p>Core Readings: (62 pages)</p> <ol style="list-style-type: none"> 1. M&C, 138-191 [54 pages] 2. Sternberg, R. J. (1997). The concept of intelligence and its role in lifelong learning and success. <i>American Psychologist</i>, 52(10), 1030-1037. [8 pages] 3. A leettle bit about the Myers-Briggs Type Inventory in preparation for an exercise in February involving it – See under “Toolbox” below. <p>Additional resources:</p> <ul style="list-style-type: none"> • Agren, M. (1998). Life at 85 and 92: A qualitative longitudinal study of how the oldest old experience and adjust to the increasing uncertainty of existence. <i>International Journal of Aging and Human Development</i>, 47, 105-117. A copy can be found at http://www.fsu.edu/~elps/ae/download/jenny/Agren.pdf. • Excerpt from a classic: Havighurst, R. (1953). Life and learning: Introduction to the developmental task concept. <i>Human development and education</i>. New York: David McKay Company. Pp. 1-5. Available at -- http://www.fsu.edu/~elps/ae/download/jenny/Havigurst.pdf • Reeves, P. (1999) Psychological development: Becoming a person. <i>New Directions for Adult and Continuing Education</i>, 84, 19-27. Available at -- http://www.fsu.edu/~elps/ae/download/jenny/Reeves.pdf. • “Intelligence and Aging: You Can Keep it With You” (Now that’s worth checking out!) See http://www.healthandage.com/Home/gm=20!gid2=388. • Outline of an entire graduate program on intelligence and aging at Oklahoma State: http://64.233.179.104/search?q=cache:jiejDujZLrQJ:apadiv20.phhp.ufl.edu/div20gd.doc+Intelligence-and-aging+Oklahoma-State++&hl=en <p>Key Activities:</p> |






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|  | <ul style="list-style-type: none">• Post answers and comments regarding this week’s questions on your Group Discussion Board.• Carry out the Journal Critique exercise explained more fully in this week’s Study Guide under “Assignments” on the website.• This week we will start brainstorming ideas for the team projects to be carried out in the second half of the semester. See Weekly Study Guide for instructions.• Be sure to continue laboring away, bit by bit, on the drafts of your Personal Handbook on Adult Learning for the sections of the course we are covering. |
|  | <p>Toolbox:</p> <ul style="list-style-type: none">• This week we will start warming up on the first of our exercises with a personality type instrument – the MBTI. For starters, look over briefly a short article that Dr. Sample wrote to explain the instrument and its use to trainers and adult educators: <u>Sample, J. (2004) The Myers-Briggs Type Indicator and OD: Implications for Research and Practice. <i>Organizational Development Journal</i>, 22 (1): 67-75.</u> |
|  | <p>Deadlines and deliverables:</p> <ul style="list-style-type: none">• The first Journal Critique is due at the end of the week. |

UNIT II: UNDERSTANDINGS OF ADULT LEARNING

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| <p>Week 4</p> <p>2/3 – 2/9</p>      | <p>The Psychology of Adult Learning</p> <p>Core Readings: (68 pages)</p> <ol style="list-style-type: none"> 1. M&C, 195-236 [42 pages] 2. Dirkx, J. (2001). The power of feelings: Emotion, imagination, and the construction of meaning in adult learning. <i>New Directions for Adult and Continuing Education</i>, 89, 63-72 [10 pages] 3. Miller, N. (2000) Learning from experience in adult education. In Wilson, et al., <i>Handbook of Adult and Continuing Education</i>. San Francisco, CA: Jossey-Bass. 71-86. [16 pages] <p>Additional Resources</p> <ul style="list-style-type: none"> • Weinberger, L. A. (2002). Emotional intelligence: Its connection to HRD theory and practice. <i>Human Resource Development Review</i>, 1(2), 215-243 • Rachel, J. (2002). Andragogy's detectives: A critique of the present and a proposal for the future/ <i>Adult Education Quarterly</i>, 52, (3), 210-227 • By our own Dr. S.! -- Sample, J. A. (1984). The Expectancy theory of motivation: Implications for training and development. In J. W. Pfeiffer & L. D. Goodstein Eds.), <i>The 1984 Annual: Developing Human Resources</i>. San Diego, CA: University Associates, 257-261 • How Adults Learn from the website of the “Ageless Learner”: http://agelesslearner.com/intros/adultlearning.html • The Virginia Adult Learning Resource Center: http://www.aelweb.vcu.edu/ <p>Key Activities:</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • This week we will continue brainstorming ideas for team project topics. <p>Toolbox</p> <ul style="list-style-type: none"> • And Dr. John Sample will be leading us in completion and interpretation of the MBTI! A bulletin about particulars will be emailed to class members. <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> • We will do some spot checks this week of how folks are coming on their initial efforts to put together components for the Personal Handbook on Adult Learning. • Next week you will be carrying out and turning in your Interview Exercise. See Study Guide for Week 5. |
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| <p>Week 5</p> | <p>The Psychology of Learning II</p> |
| <p>2/10 – 2/16</p>  | <p>Core Readings: (74 pages)</p> <ol style="list-style-type: none"> 1. M&C, Chapter 11, 248-266. [19 pages] 2. Merriam, S. (2001). <i>Andragogy and self-directed learning: Pillars of adult learning theory</i>. In S. Merriam (Ed.), <i>New Directions for Adult and Continuing Education</i>, No. 89. San Francisco, CA: 3-12. [10 pages] 3. Marsick, V. & Watkins, K. (2001). <i>Informal and Incidental Learning</i>. In S. Merriam (Ed.), <i>New Directions for Adult and Continuing Education</i>, No. 89. San Francisco, CA: Jossey-Bass, 24-34. [11 pages] 4. Kegan, R. (2000). <i>What "Form" Transforms?</i> In J. Mizerow & Associates (Ed.), <i>Learning as Transformation</i>. San Francisco: Jossey-Bass, 35-69. [35 pages] |
|  | <p>Additional Resources</p> <ul style="list-style-type: none"> • Wilson, A. L. (1993). <i>The promise of situated cognition</i>. <i>New Directions for Adult and Continuing Education</i>, no. 57, 71-79. • A British site (NIACE) on learning from experience: http://www.niace.org.uk/projects/LearningfromExperience/Default.htm • An article on “Unleashing to Power of Self-Directed Learning” http://www.eiconsortium.org/research/self-directed_learning.htm . • An interesting site on Techniques, Tools and Resources for the Self-directed Learner. |
|  | <p>Key Activities:</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • This week you will be carrying out and writing up your Field Interview. See instructions in the Study Guide. • In addition we will be forming teams for the team project activity to be carried out during the second half of the semester. • Don’t forget to continue working bit by bit on your Personal Handbook on Adult Learning. |
|  | <p>Toolbox</p> <ul style="list-style-type: none"> • We will begin familiarizing ourselves with tools for assessing learning styles, particularly Learning Style Inventories based on Kolb’s theories. See details in the Weekly Study Guide. • A few of these instruments and procedures – to be used very advisedly – are available online. See, for example, the Chaminade Learning Styles analysis and a real quick-and-dirty at the LDPride (learning disabilities) website. |
|  | <p>Deadlines and deliverables</p> <ul style="list-style-type: none"> • The third of our mini-exercises, this one entailing class or learning observation, is coming up next week. Look ahead at it in the Week 6 Study Guide. |

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| <p>Week 6</p> <p>2/17 – 2/23</p>      | <p>The Sociology of Learning I: Variations with Context</p> <p>Core Readings (35 pages)</p> <ol style="list-style-type: none"> 1. Diouf, B. G., Sheckley, B. G., & Kehrhahn. (2000) Adult learning in a non-western context: The influence of culture in a Senegalese farming village. <i>Adult Education Quarterly</i>, 51(1), 32-44. [13 pages] 2. Hayes, E. R. (2001). A new look at women’s learning. In <i>New Directions in Adult and Continuing Education</i>, no. 89. San Francisco, CA: Jossey-Bass. 35-42. [8 pages] 3. Kerka, S. (2002). Learning disabilities and career development – Practice application brief no. 20. ERIC Clearinghouse on Adult, Career, and Vocational Education. [2 pages] 4. Tobias, R. (1998). Who needs education or training? The learning experiences and perspectives of adults from working class backgrounds. <i>Studies in the Education of Adults</i>, 20, 120-141 [12 pages] <p>Additional resources</p> <ul style="list-style-type: none"> • Courtney, B. C., Merriam, S. B., & Baumgartner, L. B. (2003). Witches ways of knowing: integrative learning in joining a marginalized group. <i>International Journal of Lifelong Education</i>, 22 (3), 111-131 • Mullins, B. K. (1997). What does building a house have to do with learning? <i>International Journal of Lifelong Education</i>, 16 (3), 227-242 • Easton, P. Nurturing the Environment on Senegal’s West Coast. <i>IK Notes</i>. Available at http://www.worldbank.org/afr/ik/iknt8.pdf . • An interesting site on ‘community-based adult education’’: http://www.advancededucation.gov.ab.ca/other/ <p>Key activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • This is the week for completing your class observation exercise. See instructions in the Study Guide. • Teams should by now be actively exchanging about choice of a topic for their joint project and different ways of carrying it out. <p>Toolbox</p> <ul style="list-style-type: none"> • Overall results from the Learning Styles Inventory will be posted on the Toolbox forum this week. <p>Deadlines and deliverables</p> <ul style="list-style-type: none"> • Be sure to submit your Observation Exercise by the end of this week. • Proposals of topics for Team Projects due next week • And next week you will be submitting a first draft of your Personal Handbook on Adult Learning (concerning topics in the first half of the course). |
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| <p>Week 7</p> <p>2/24 – 3/2</p>      | <p>Sociology of Adult Learning II: Organizational Settings</p> <p>Core Readings: (55 pages)</p> <ol style="list-style-type: none"> Hager, P. (1999) Finding a good theory of workplace learning. In D. Boud & J. Garrick (Eds.) <i>Understanding Learning at Work</i> New York: Routledge. 65-82. [18 pages] DeVito, J. (1996) “The Learning Organization” In Robert Craig (Ed.) <i>The ASTD Training and Development Handbook: A Guide to Human Resource Development</i> New York: McGraw-Hill. 77-103. [27 pages] Gilly, S. (1997) A different view of organizational learning. Available at -- http://home.flash.net/~jteague/Sue/orglearn.html [10 pages] <p>Optional Readings (more enrichment !)</p> <ul style="list-style-type: none"> Balatti, J., et. al., Socioeconomic contributions of adult learning to community: a social capital perspective. <i>Adult Education Quarterly</i> v. 52 no. 4 (August 2002) p. 281-98 Accessible in Wilson OmniFile through FSU Libraries online site. Higgins, J. (2004) Sharing sociological stories: Reflections on teaching sociology in prison. <i>International Journal of Lifelong Education</i>. Vol. 25 No. 3: 243-257. Available at http://www.fsu.edu/~elaps/ae/download/ade5080/Higgins.pdf (15 pages) Sociocultural perspectives on learning through work [symposium]. <i>New Directions for Adult and Continuing Education</i> no. 92 (Winter 2001) p. 3-95. Accessible in Wilson OmniFile through FSU Libraries online site. Merriam, S.B., et. al., How cultural values shape learning in older adulthood: the case of Malaysia. <i>Adult Education Quarterly</i> v. 51 no. 1 (November 2000) p. 45-63. Accessible in Wilson OmniFile through FSU Libraries online site. <p>Key Activities:</p> <ul style="list-style-type: none"> Post answers and comments regarding this week’s questions on your Group Discussion Board. Teams should be finalizing their choice of topic for the project to be carried out in the second half of the term and beginning to flesh out a workplan. <p>Toolbox</p> <ul style="list-style-type: none"> This week we will look a bit at measures of self-efficacy. There is a very comprehensive review on the Information on Self-Efficacy website, and references to simple self-tests (and their sometimes doubtful validity) are given in this week’s Study Guide. As we gear up for productive and enjoyable teamwork, there are some excellent tools and resources to consult on team learning and team operations. (For each of these, you will need to enter your FSU ID and password before accessing the relevant Strozier reference card, where the URL itself can be found.) Check out the manual from Praeger on team-based learning and, from Velocity Business Publications, “The Agile Manager’s Guide to Building and Using Teams.” <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> Time to submit your Team Project topic proposal. And be sure to throw the draft of the first half of your Personal Handbook on Adult Learning over the transom before heading out for Spring Break! |
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Spring Break – Refresh and Renew!



3/3 – 3/9

Week 8

3/10 – 3/16



Team and Workplace Learning

Core Readings (93 pages)

1. [Mowatt, I. & Siann, G. \(1997\) Learning in small groups. In P. Sutherland \(Ed.\) Adult Learning: A Reader. Stirling, VA; Kogan-Page : 94-105. \[12 pages\]](#)
2. [Harvey, T. and Drolet, B. \(2004\) Building teams, building people: Expanding the fifth resource \(second edition\). Lanham, MD: Scarecrow Education. Preface and Chapter One: 1-55 {55 pages}](#)
3. Raelin, J. (2000) Work-based learning: The new frontier of management development. Upper Saddle, NJ: Prentice Hall. Chapter 1-3: 1-48 [48 pages]

Additional Resources



- Simply check out *any* of the issues of *The Journal of Workplace Learning*, available online through FSU Libraries website. [Go to their homepage, log in, then search in LUIS for the journal by title, then click on the URL!]
- “How to optimize organizational learning” from a prominent healthcare journal: <http://www.co-i-l.com/coil/knowledge-garden/cop/olearning.shtml>.
- The prime website of the Society for Organizational Learning: <http://www.solonline.org/>
- An interview with Peter Senge on organizational learning and the learning organization: http://www.solonline.org/organizational_overview/



Key Activities:

- Post answers and comments regarding this week’s questions on your Group Discussion Board.
- In the afterglow of Spring break, teams should now be motoring forward on their respective projects. You need to finalize your workplan for submission.



Toolbox:






- This week we will look at measures of “locus of control” with all their upsides and downsides. See the Study Guide for more detail and check out any of a number of websites like the one put up by the [Psychology Department of the University of North Carolina/Charlotte](#), where – for the price of your name (or a pseudonym) – you can take one such survey.
- Here is another really simplistic one that should be taken with several grains of salt: <http://sharman30458.tripod.com/Sharman/id7.html>.













Deadlines and Deliverables:







- Team workplans should be submitted by the end of this week.
- A second draft of your Personal Handbook on Adult Learning will be due in two weeks time. Forewarned is forearmed!





UNIT III: PROMOTING ADULT LEARNING

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| <p>Week 9</p> <p>3/17 – 3/23</p>      | <p>Developing Learning Environments</p> <p>Core Readings: (37 pages)</p> <ol style="list-style-type: none"> 1. Moore, D.M. (2004) Curriculum at work: An educational perspective on the workplace as a learning environment. <i>Journal of Workplace Learning</i>, 16, 6: 325-340. Available through Strozier Library online. [16 pages] 2. Marsick, V. & Watkins, K. (1999) Envisioning new learning for organizations. In D. Boud & J. Garrick. Understanding Learning at Work. London: Routledge: 199-215. [17 pages] 3. Emmet, S. (2003) Improving Learning for Individuals and Companies. London: Spiro Press. Chapter 8: 63-66 [4 pages]. <p>Additional Resources:</p> <ul style="list-style-type: none"> • Teresa. K. (2003) Workplace learning - beyond the classroom: How a learning environment empowers employees to develop imaginative strategies and innovative practices. <i>CMA Management</i>. Hamilton: <u>May 2003</u>. Vol.77, Iss. 3; pg. 10. Available at FSU Libraries online through ABI/Inform database. • Cooksey, R. (2003) "Learnership" in complex organisational textures <i>Leadership & Organization Development Journal</i>. Bradford: 2003. Vol. 24, Iss. 4; p. 204 (11 pages) • An interesting business site on “fostering effective learning”: http://www.knowledgeandlearningbooks.com/Knowledge-and-Learning-Books/Fostering-Effective-Learning.htm • Creating a learning environment in the workplace: http://www.findarticles.com/p/articles/mi_m0FAU/is_2_19/ai_83582646 • Here’s one from the Canadian nonprofit sector about creating learning environments and preparing for employee training: http://www.hrvs.ca/training/pg003_e.cfm <p>Key Activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • We’re going easy on other activities to leave ample time for the teams to continue developing their work! <p>Toolbox:</p> <ul style="list-style-type: none"> • Spend your tool time this week polishing the ones already in your kit, consulting the alternate tools that your classmates have submitted to the Toolbox Forum and maybe picking out a few to include in your own set. <p>Deadlines and Deliverables:</p> <ul style="list-style-type: none"> • You should be ready to submit a second draft of your Personal Handbook on Adult Learning by the end of next week. Overall, only four weeks left after this one! (Que lastima.) |
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| <p>Week 10</p> <p>3/24 – 3/30</p>      | <p>Assessing Learners' Needs and Designing Learning Experiences</p> <p>Core Readings: (65 pages)</p> <ol style="list-style-type: none"> 1. Vella, J. (2002). Twelve principles for effective adult learning. In <i>Learning to listen learning to teach: The power of dialogue in educating adults, Revised ed.</i> (pp. 3-27). San Francisco: Jossey-Bass. [25 pages] 2. Dean, G. (2002) Designing instruction. . In M. Galbraith <i>Adult Learning Methods</i>. Malabar, FL: Krieger: 93-118 [26 pages] 3. Hogan, R. (1990) What kinds of tests are useful in organizations? In J. Hogan and R. Hogan (Eds.) <i>Business and Industry Testing: Current Practices and Test Reviews</i>. Austin, TX: Pro-Ed: 22-35. [14 pages] <p>Additional resources</p> <ul style="list-style-type: none"> • This article by Jeannette Swist describes the importance of conducting a training needs assessment, overviews methods, indicates sources of data and provides sample questions: http://adulthood.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=adulthood&zu=http://www.amxi.com/amx_mi30.htm • Step by step through the needs assessment process: http://adulthood.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=adulthood&zu=http://www.alumni.caltech.edu/~rouda/T2_NA.html • The original “Big Dog” HRD and ISD pages: everything you ever wanted to know about instructional design and related subjects, in short and sweet form: http://www.nwlink.com/~donclark/hrd.html. <p>Key Activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week’s questions on your Group Discussion Board. • Teams are heading into the final lap! <p>Toolbox:</p> <ul style="list-style-type: none"> • A resource for analysis tools used in needs assessment: http://adulthood.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=adulthood&zu=http://mimel.marc.gatech.edu/MM_Tools/analysis.html • A good inventory and description of tools for job analysis may be found at the site of the Human Resources Guide to the Internet. <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> • The second draft of your Personal Handbook on Adult Learning is due at the end of this week. • And you Team Project needs to be submitted at the end of next week, so time to put collective shoulders to the wheel! |
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| <p>Week 11</p> <p>3/31 – 4/6</p>      | <p>Facilitating Adult Learning: The Instructional Transaction</p> <p>Core Readings: (62 pages)</p> <ol style="list-style-type: none"> Galbraith, M. (2002) The teacher of adults. In M. Galbraith <i>Adult Learning Methods</i>. Malabar, FL: Krieger: 3-21. [19 pages] Conti, G. Identifying your teaching style. In M. Galbraith <i>Adult Learning Methods</i>. Malabar, FL: Krieger: 75-92. [18 pages] Grow, G. O. (1991). Teaching learners to be self-directed. <i>Adult Education Quarterly</i>, 41 (3), 125-149. See also http://www.longleaf.net/ggrow/SSDL/SSDLIndex.html [24 pages] <p>Additional Resources:</p> <ul style="list-style-type: none"> Very much worth consulting: Campbell, Pat and Burnaby, Barbara (Eds) (2001) <i>Participatory Practices in Adult Education</i>. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. Conti, G. (1985). The relationship between teaching style and adult student learning. <i>Adult Education Quarterly</i>, 35(4), 220-228 Hansman, C. A. (2001). Context-based learning. In S. Merriam (Ed.), <i>New Directions for Adult and Continuing Education</i>, No. 89. San Francisco, CA: Jossey-Bass, 43-52 Tisdell, E. J. (1998). Poststructuralist feminist pedagogies: The possibilities and limitations of feminist emancipatory adult learning theory and practice. <i>Adult Education Quarterly</i>, 48 (3), 139-156. Vella, J. (2000). A spirited epistemology: Honoring the adult learner as a subject. <i>New Directions for Adult and Continuing Education</i>, 85, 7-16 And, on the web, an interesting piece from the Journal of Extension on the teaching styles of adult educators in extension agencies. <p>Key Activities:</p> <ul style="list-style-type: none"> No required Discussion Board activity this week to give you more time for work on your Team Projects and Personal Handbooks. We will have Dr. Gerald Grow, author of the well-known article on promoting self-directed learning that you read this week, in a synchronous chat room on two occasions this week! See the Study Guide for details. <p>Toolbox:</p> <ul style="list-style-type: none"> The Conti article that you read this week has in appendix an instrument for assessing your own teaching style as an adult educator. Try it out! Here's an instrument from the Emory School of Education that combines the dimensions of efficacy and multiple intelligences! <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> Time to submit your awe-inspiring team project at the end of this week. Then just two weeks to the end of the semester and submission of your final Personal Handbook of Adult Learning. |
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| <p>Week 12</p> <p>4/7 – 4/13</p>      | <p>Options for Instructional Delivery</p> <p>Core Readings: (68 pages)</p> <ol style="list-style-type: none"> 1. Conti, G. and Kolody, R. (2002) Guidelines for selecting methods and techniques. In M. Galbraith Adult Learning Methods. Malabar, FL: Krieger: 181-192. [12 pages] 2. Tate, Marcia L. (2004) "Sit and get" won't grow dendrites : 20 professional learning strategies that engage the adult brain. Thousand Oaks, Calif. : Corwin Press, c2004: pp. ix-xv and xviii-xxxi. [20 pages] 3. Smith, P. (2003) Workplace learning and flexible delivery. <i>Review of Educational Research</i>. 73, 1: 53-88. [36 pages] <p>Additional Resources</p> <ul style="list-style-type: none"> • Finnerty, M. Coaching for growth and development. In Robert Craig (Ed.) <i>The ASTD Training and Development Handbook: A Guide to Human Resource Development</i> New York: McGraw-Hill. 415-436. • Parsloe, E. (1992) <i>Coaching, mentoring and assessing : a practical guide to developing competence</i>. London: Kogan Page, Ltd. • An article on the implications of adult learning theory for distance education: http://seamonkey.ed.asu.edu/~mcisaac/disted/final98/final1j.html • A British resource on how to be an e-tutor for adults: http://www.le.ac.uk/cc/rjm1/etutor/introduction/howadultslearn.html • An alternate form of delivery: audio workshops -- http://www.nova.edu/~aed/horizons/volume16n2.html <p>Key Activities</p> <ul style="list-style-type: none"> • Post answers and comments regarding this week's questions on your Group Discussion Board. • The Team Projects are now in the barn (or the larder, if you prefer) and should provide good nourishment indeed. This week people will be reading and evaluating each other's efforts (and pirating chosen morsels for their own Handbooks!). See the instructions in the Weekly Study Guide. <p>Toolbox:</p> <ul style="list-style-type: none"> • Time off for good behavior and to sharpen those tools from you own kit that you want to include in your Personal Handbook. <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> • Be sure to submit your evaluation of your classmates' team projects and to prepare for submission next week of your Personal Handbook on Adult Learning. |
| <p>Week 13</p> <p>4/14 – 4/20</p>  | <p>Assessment and Evaluation</p> <p>Core Readings: (62 pages)</p> <ol style="list-style-type: none"> 1. Kirkpatrick, D. (1996) Evaluation. In Robert Craig (Ed.) <i>The ASTD Training and Development Handbook: A Guide to Human Resource Development</i> New York: McGraw-Hill. 294-312 [19 pages] 2. Tenopyr, M. (1996) Testing. In Robert Craig (Ed.) <i>The ASTD Training and</i> |

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|     | <p><u>Development Handbook: A Guide to Human Resource Development New York: McGraw-Hill. 342-356.</u> [15 pages]</p> <p>PLUS ONE OR THE OTHER OF THE FOLLOWING TWO:</p> <ol style="list-style-type: none"> 3. Easton, P. Sharpening our tools: Improving evaluation in adult and nonformal education. Hamburg, Germany: UNESCO. Chapter 3, Evaluation and participation: 28-55. [28 pages] 4. <u>Phillips, J. (1996) Measuring the results of training. In Robert Craig (Ed.) The ASTD Training and Development Handbook: A Guide to Human Resource Development New York: McGraw-Hill. 313-341</u> [29 pages] <p>Additional Resources:</p> <ul style="list-style-type: none"> • Latham, Gary P. & Wexley, Kenneth, N. (1994) <i>Increasing Productivity through Performance Appraisal</i> [second edition]. Reading, MA: Addison-Wesley • Thomas, A. (2000) Prior learning assessment: The quiet revolution. In Wilson, et al., <u>Handbook of Adult and Continuing Education</u>. San Francisco, CA: Jossey-Bass. • How they evaluate adult education in... Finland! <u>http://www.minedu.fi/aikuiskoulutusneuvosto/adult_edu_council/publications/number_13.html</u> • Learner assessment in public forms of adult education: <u>http://www.hudrivctr.org/documents/prodevg2.htm</u> • “Evaluating Training: There’s no cookbook approach” by Fred Sickles: <u>http://home.att.net/~nickols/evaluate.htm</u> <p>Key Activities</p> <ul style="list-style-type: none"> • No Discussion Board activity this week. Time instead to meditate on all the wonderful things you have learned this semester! • But please don’t leave without giving us your (anonymous) evaluation of this course. See the reference in the Weekly Study Guide. <p>Toolbox:</p> <ul style="list-style-type: none"> • Well, as a parting shot the evaluation that we ask you to fill out on the course itself is one example of an adult education/HRD instrument. Critique it and make suggestions as to how we could improve the instrument and the procedure! <p>Deadlines and deliverables:</p> <ul style="list-style-type: none"> • The whole enchilada: Be sure to submit your Personal Handbook on Adult Learning by the end of this last (sniff!) week. |
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GUIDELINES FOR DISCUSSION BOARDS AND WRITTEN ASSIGNMENTS

Regular weekly activities include reading, writing, and participating in discussions. Below are some frequently asked questions about participation in discussion boards, followed by some guidelines for writing.

How often should I log on to the Discussion Boards?

Attendance and online presence are required for this class. **Students are expected to log on at least four times per week and to contribute to class discussions online.** Simply saying "hello," "I agree" or "no way" is not considered a substantive contribution. Students must support their position when posting to the discussion. At the same time, however, short comments are a natural part of any discussion—you won't be penalized for this—but in terms of your participation grade, if most of your posts are short and lack substance, this will affect your grade.

What is a post?

A post is a message in the Discussions area. It is simply your part of the conversation about a particular topic. A post may be a question, response to a question, or a comment.

How long should my posts be?

A post can be as long as you like, however it is best to keep them fairly short and succinct. This makes your post easier for others to read and respond to. A good general rule is half a page of writing (125 to 150 words) for a substantial post. Of course, in some discussions, it may be more appropriate to write a series of very short posts, rather than one or two longer ones. You may wish to compose your posts in a word processor then copy and paste to a discussion message (just use the preview button to check for any inconsistencies with transfers of symbols like dashes and apostrophes). The main idea here is that the discussion board should be a discussion! In other words, it's okay, and quite natural, to make short and long posts.

What is "netiquette"?

Netiquette refers to how you participate in online exchanges. Here are some examples of good netiquette:

- Check the discussion frequently and respond appropriately and on topic.
- Focus on one subject per message and use meaningful subject lines when beginning new messages.
- Use appropriate sentence case and capitalize additional words only to highlight a point. Capitalizing otherwise is known as shouting.
- Be professional and respectful in your online interaction.
- Cite all quotes, references, and sources—this way everyone can have access to good information.
- Ask permission before forwarding a class message to someone outside of the class.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Emoticon symbols such as :-) or ;-) will let others know when you are being humorous.
- The class discussion area is not an appropriate place for forwarding ads, chain letters, or other unrelated e-mail.

How are Posts Evaluated?

To know what a "good" post is, please read the next section below. In terms of evaluation, however, points are **not** docked for getting things "wrong." The point of our discussions is to work through the materials in our course in a thoughtful manner. You may not understand new items when you first encounter them—this is fine! If you knew everything about this course to begin with, you wouldn't have to take it ☺ You may also find that you completely disagree with the some of the authors you read and/or with the instructor—also fine. Remember the course objectives listed at the beginning of this syllabus? Note that nowhere in the objectives does it state that learners must agree with the instructor, nor should they feel that they must read the instructor's mind in order to produce "right" answers. A "correct" response in this course is any idea, muddled thought, or opinion that is fully supported. "I don't get it," is a perfectly acceptable response to new learning, however, on the discussion boards, please explain *why* you find a particular reading or issue confusing—by doing so, you will allow others to enter into a conversation with you (and hopefully attain some clarity).

Another point about the evaluation of postings: You can do the minimum that is expected of you and get a good grade, but making an extra effort will earn you points towards a higher final grade. For example, if you are required to post three times by certain dates for one week; do this and you will get all the points. If, however, you consistently enter the discussion beyond the basic requirements and contribute appropriately, this will also be recorded throughout the semester and will help to boost your final grade, should it need any boosting.

In this class, the participation grade is worth 30 points. Each week you can earn up to 2.4 points. Tenths of points are taken off for posting late, submitting too few postings, and for poor quality of postings.

What Constitutes a Good Online Discussion Response?

The following factors have been identified as necessary for a good response in online discussion, in an online forum, or as a post to a bulletin board. Please keep these factors in mind when composing your posts; posts should be:

- Substantial (relates to the course material)
- Concise (one screen may be the ideal message length)
- Provocative (encourages others to respond)
- Hermeneutical or interpretative (expands concepts or connects ideas in new ways)
- Timely (occurs in a reasonable time frame - when the topic is under discussion)
- Logical (supports point of view with reasons and evidence)
- Grammatical (is well written).

WRITTEN ASSIGNMENTS

Below are some guidelines for writing. Before reading them, however, you need to understand my personal philosophy about writing. Writing is not something that you learned in sixth grade and "got" once and for all (though you may have improved your handwriting a lot at that point!) Writing is a *craft* and an important skill; and learning to write well is an ongoing process for all of us. In other words, there is always room for improvement. **Please view writing as a professional skill that can always benefit**

from additional practice. There is no need to fear writing in this course! We will provide opportunities for feedback and revision in written assignments—good writing is not about "getting it right the first time;" good writing is about developing a critical eye and learning to revise, revise, revise. We will discuss writing more in the online forums, but here are some general guidelines for assignments:

1. Double-space type all academically written material (i.e. reflection papers, critical incident paper, learning project, etc).
2. Follow the APA Manual, 5th Edition for style and citation guidelines or an equivalent system.
3. Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to women and men) in your writing.
4. Many people have been led to believe that academic writing never uses the word "I." This is true in some cases, but we will be doing a lot of work that draws on personal experience, so the "I's" have it! Academic writing should not be overly formal for formality's sake. Good academic writing is carefully planned and yields a well-crafted argument or position.
5. Ensure that the quality of your written work reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
6. A quality written assignment generally meets the following criteria:
 - Includes the title, name of the author, date, course number (ADE 5385), and the instructor's name at the beginning of the paper.
 - Clearly identifies the question being addressed or the purpose of the paper.
 - Provides an overview of the structure and organization in the introductory section of the paper.
 - Defines key terms, concepts and slogans.
 - Gives examples when they enhance the understanding of the concept being discussed.
 - Applies theory from the assigned readings or elsewhere.
 - Demonstrates the ability to self-reflect and discover core values and beliefs.
 - Considers implications and/or consequences.
 - Provides a strong summary or conclusion.

COURSE GRADING

| Assignment/Activity | Due Date | Points |
|-------------------------------------|-----------|--------------------------------------|
| Participation/ Disc Boards | Continual | 25 (10 Weekly Forums x 2.5 pts each) |
| Short Exercises | | 20 |
| 1 Journal Critique | Week 2 | (6) |
| 1 Interview Report | Week 4 | (7) |
| 1 Field Observation Report | Week 6 | (7) |
| Team Project | | 25 |
| Personal Handbook on Adult Learning | | 30 |
| First draft | Week 7 | (5) |
| Second draft | Week 10 | (5) |
| Final | Week 13 | (20) |
| Total Points | | 100 |

Grading Scale

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|------------|------------|
| A 93 – 100 | C+ 78 - 79 |
| A- 90 – 92 | C 73 - 77 |
| B+ 88 – 89 | C- 70 - 71 |
| B 83 – 87 | D 60 - 69 |
| B- 80 - 82 | F 00 - 59 |

I -- Incomplete grades will only be given to students who have been regularly submitting assignments and have completed most of the work for the course, but who have experienced a serious emergency near the end of the semester.

OTHER COURSE POLICIES
Learners with Disabilities

Students with disabilities needing academic accommodations should within the first week of class:

- Register with and provide documentation to the Student Disability Resource Center (SDRC).
- Send a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class.

(This syllabus and other class materials are available in alternative formats upon request.)

For more information about services available to FSU students with disabilities, contact the Assistant Dean of Students by e-mail at sdrc@admin.fsu.edu or at Disabled Student Services, 08 Kellum Hall, Florida State University, Tallahassee, FL 32306-4066, (850) 644-9566.

Honor Code

Students are expected to uphold the Academic Honor Code. The Academic Honor Code System of Florida State University is based on the premise that each student has the responsibility to:

- Uphold the highest standards of academic integrity in the student's own work.
- Refuse to tolerate violations of academic integrity in the University community.
- *Foster a high sense of integrity and social responsibility on the part of the academic community.*

For a full statement of the Honor Code, see the FSU Student Handbook or click on and go to <http://www.fsu.edu/Books/Student-Handbook/codes/conduct.html>

Plagiarism

One particular but important aspect of the Honor Code concerns plagiarism. Material submitted for any assignment in this course, as is the case throughout the University, should represent the student's individual work, except where explicitly credited to other sources or specifically labeled a team effort. Attribution of material not your own must be clearly indicated. Failure to respect this principle may result in disqualification of the assignment in question.

ADE 5385
Adult Learning Handbook Assignment
January 8, 2005

In ADE 5385 this semester, there are no term papers or exams (though we do have a few discussion boards and exercises!). In place of those traditional means for demonstrating performance and mastery, each student will prepare a personal manual or handbook on adult learning to be submitted in incomplete fashion at a couple of points during the semester, then turned in at the end of the term in final dress form. The nature and format of this assignment – and the criteria that we will use for assessing it -- are described below.

Purpose of the Assignment

The purpose of this exercise is to assist you in formulating the lessons about adult learning that you will take away from the class and in devising a document to remind you of key ideas, concepts and tools that you will want to use in your professional practice and keep close to hand as you go through other courses in HRD, adult education or related fields. I find myself referring frequently to notes that I have taken in courses or workshops as the most reliable way to stay fresh on some topic that I wish to remember or to get back up to speed on some skill I would like to exercise again after a lapse in time.

In addition, a document of this sort represents knowledge that you yourself have created (which should warm the hearts of any “constructivists” among us!), since it incorporates understandings of the topic that you have developed, reflects the ordering and priority that you find most natural in addressing it and includes the other material from outside reading or experience that seems most relevant to you.

Before considering in any greater detail the mechanics of the assignment, note that there are at least two (quite complementary) ways of construing it – either (a) as your own memory-jogger and handbook on adult learning *or* (b) as the sort of manual you would prepare in order to make the most important elements of the topic clear to colleagues, co-workers, employees or subordinates of your own who don’t have the opportunity to take this course but who are confronted in their everyday working lives with issues of adult learning.

Contents of the Handbook

Now, what does this assignment *really* entail?

Basically, it involves your devising a **synopsis of and guide to the essential ideas, concepts and tools** in each section of the course – something obviously much briefer than the various texts you will read or the different exercises that you will perform but that is clear enough to remind you of the main points (or to convey them to a third party who hasn’t taken the course) and to refer the reader on to the other most essential material to consult. This is *not* a carbon copy of the syllabus, because the syllabus is really just an outline of the course accompanied by some procedural notes about class organization and student grading, etc. It is more like what you would ideally like to be able to review if you had to prepare quickly for a final exam!

How to Start Work

I would suggest that you start by briefly outlining the main lessons you have learned from each section (or week) of the course and annotating these with any illustrative material that seems most helpful and relevant to you. This work **should be carried on every week so that you don’t fall behind in**

development of the manual and in order to serve its purpose of supporting your own progressive mastery of the material. There will be a number of opportunities over the course of the semester to check your developing manual with us and **get feedback** on it:

- We will ask you to submit your Handbook-to-date on three separate occasions during the course of the semester: at the end of Weeks 4, 7 and 10. See the remarks at the end of this document concerning the procedures and criteria that will be used in grading these submissions and providing feedback concerning them.
- The final submission will come at the very end of the course (Week 13) and will hopefully constitute a “product” that you will want to keep and use.
- Finally, at any stage in the course you may submit all or portions of your work (e.g. what you have developed on a specific topic or individual week) to the Instructional Team -- course instructor and mentors -- for reactions, suggestions and summary assessment. We will in addition keep closer tabs on any class members who seem to be having difficulty with the assignment in order to furnish them the support they may need.

The question of how best to develop this sort of Personal Manual on Adult Learning and how best to “flesh out” the outline you prepare poses some very interesting challenges. There **is no “one best way” to do the job** – many styles might work and there is ample opportunity for creativity and inventiveness. Moreover, since this is **the first time that this particular form of assignment has been used in ADE 5385**, we will be learning from you (and sharing the lessons learned) at the same time as we are “teaching!” It should also be said right away that no one expects absolute perfection. A one semester three-credit course with other assignments doesn’t leave time for that, even were it humanly attainable – especially when that course is being taken by an “adult learner” with many other preoccupations in life. But there is also every reason to do the best you can with the task under the circumstances, both to ensure a decent grade in the course and (particularly) to endow yourself with a tool that will hopefully be useful for many semesters and years to come.

Some Practical Tips

Here are some practical considerations to take into account as you design and develop your handbook:

- ⇒ The website system of “hypertexting” -- those blue-color terms that you can “click” on to get further detail or to visit a related site -- is a good metaphor for ways to reference relevant material without having to include it all in your own synopsis and presentation (though really this is much the same as the traditional method of referencing in an academic text). The essential idea, anyway, is that you can incorporate information that goes beyond what you actually present if you have some handy way of referencing it and if you carefully boil down your manual itself to concentrate on the central or key items. (It’s hard to reference relevant additional material if you haven’t already summarized the “root” ideas or items, because you don’t have anything to attach them to!) This said, you don’t have to adopt an actual hypertexting system with blue-shaded URLs and functioning links to related websites – just some method for referencing what goes beyond your own text.
- ⇒ It is probably best to develop your manual in several “waves” or iterations. First, get the basic structure and core notions down for each section. Then (either after finishing the full first draft or – more probably – sometime after each section is complete) go back and think about what you want to add: about further explanations that would help to clarify matters, links that might be

illustrative, and actual examples or illustrations to fill out each unit. Finally, before final submission, you will want to carefully edit and polish a bit.

- ⇒ You are free to personalize and modify the content in ways that you feel will help to bring the material alive for the person reviewing it (you or your hypothetical colleague or client). Though the **syllabus of the course provides a default outline for your manual**, you may also modify it if some other order of presentation seems more logical or more supportive of recall and use than the one we have adopted. You may also ADD mini-units or themes and ideas omitted in the syllabus but – to your mind – critical to an understanding of adult learning.
- ⇒ You do not need to worry about including many “bells and whistles,” however. People’s facility with computer text layout, let alone website construction, varies from nearly nil to quite accomplished, and this assignment will finally **be graded not on the polish of the form but on the coherence of the content**. (See in this regard the notes of grading criteria starting on page 4.) This said, the exercise may offer an opportunity for some to play around with and slightly upgrade skills in instructional materials design that are quite relevant to adult learning as well!
- ⇒ Please make a special effort to write clearly and to respect APA standards for citation and referencing. It would probably be useful for you to have someone else read over each portion of the Handbook as you develop – or, if appropriate, to get qualified editing – *before* turning it in.

Process of Grading (and Criteria to be Used)

Your developing Handbook must be submitted at four points during the semester: a sample module or unit at the end of Week 4, a draft of all units to date at the end of Week 7, another draft of all units to date at the end of Week 10 and the final submission at the end of Week 13. You may turn in portions or an entire draft at other times if you have particular questions or would like the instructional team to give you feedback on one aspect or another of the work. In all cases, we will guarantee to return the material to you with our comments within a week’s time at most.

We will give you grades on each of the first three drafts, but they will be supplanted by your final grade unless that interim rating happens to be *better* than the final grade. In most cases, we would expect your manual to improve in quality as well as in coverage over the course of the semester -- and so we would expect that the grade for the final submission would be better than (and replace) those for the interim products. One purpose of this policy is to give you full liberty to experiment with approaches or elements during the semester, without fearing that you are thereby necessarily “compromising” your final grade. If, however, for particular reasons the final turns out to be less well developed than one or another of the interim submissions, then we will credit you with your existing grade for the particular portions in question, evaluate the remaining ones separately and total the partial assessments across all sections to determine the final grade.

All submissions will be graded on the basis of 100 points. Twenty points will be awarded for each of five criteria, defined below. On each one, zero points will be given for failure to fulfill the criterion in question, five for very deficient fulfillment, ten for partial fulfillment, fifteen for substantial fulfillment and twenty for exceptional fulfillment (with the possibility of intermediate point attributions for performance that falls, in the judgment of the instructional team, between these gradations). The grade for the submission in question will be derived by totaling scores across the five criteria. The final grade for the Personal Handbook as a whole will be expressed as a percentage (e.g. 95% or 83%), which will then be multiplied by the number of points attributed to this activity in the overall scheme for grading the course (30 points) in order to determine its contribution to the student’s final grade.

The five criteria are the following:

1. Succinct Coverage – The degree to which the manual (either the portion submitted or the entire product) succinctly covers relevant areas of knowledge and skill in the topic areas addressed by the course. This coverage does not have to be *complete* and students may choose to include certain topics or areas *not* addressed in the course, if their relevance to the subject of adult learning and the skills required of professionals is clearly and persuasively identified – but the coverage should be substantial and should not omit any of the principal topics of concern.
2. Clarity – The degree to which the material covered is clearly presented, logically laid out and well summarized. Clarity of written expression and internal organization of the document and its different sections will count for a substantial part of this assessment. Reasonable respect of APA standards for citation and referencing is one part of this criterion.
3. Richness – The degree to which the document references interesting and appropriate resources beyond the material actually presented and includes a well-selected sample of such material.
4. Creativity – The degree to which the manual gives evidence of creative analytical thought in presenting and relating the different elements of subject matter and in drawing a picture of essential knowledge and skills in the field.
5. Practical Utility – The degree to which the product appears to the instructional team to constitute a useable and useful manual of basic knowledge about adult learning and the skills required to promote it – one which would lend itself successfully to use either as a handbook for a practitioner in the field or as a guide for presenting the “essence” of the topic to colleagues or subordinates who have not taken the course.

Your grade at each stage in submission of the Handbook will include not just a rating along each of these dimensions but also an explanation of any low ratings with suggestions for improvement of the material.

Final Word

Two final words, actually:

- This is the first semester that I have used the Personal Handbook approach as a major component of the Adult Learning (or any) course and so it naturally is a “developmental” activity – that is, an element of the course design that is still being elaborated and refined. As a consequence, your own suggestions about how to improve its form and its function as a means of demonstrating and retaining competence in Adult Learning will be much appreciated. But what an opportunity to be “in at the creation!”
- Once again, the bottom-line notion in the preparation of the Handbook is that you are putting together the kind of practical tool that could (and hopefully will) assist you in remembering essential notions of Adult Learning in your subsequent professional life, in applying them in the field, in more easily building on that knowledge and in presenting or sharing the “essence” of it with others who might have – to some degree -- the same interests and needs as you but who have not undergone the same training that you have.