EDUC 554: Theories of Adult Learning
Fall, 2012

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Office Location: Education North 213
Office Hours: Face-to-Face: Tues/Thur 9-11; Online: Mon/Tues/Thurs 7 pm
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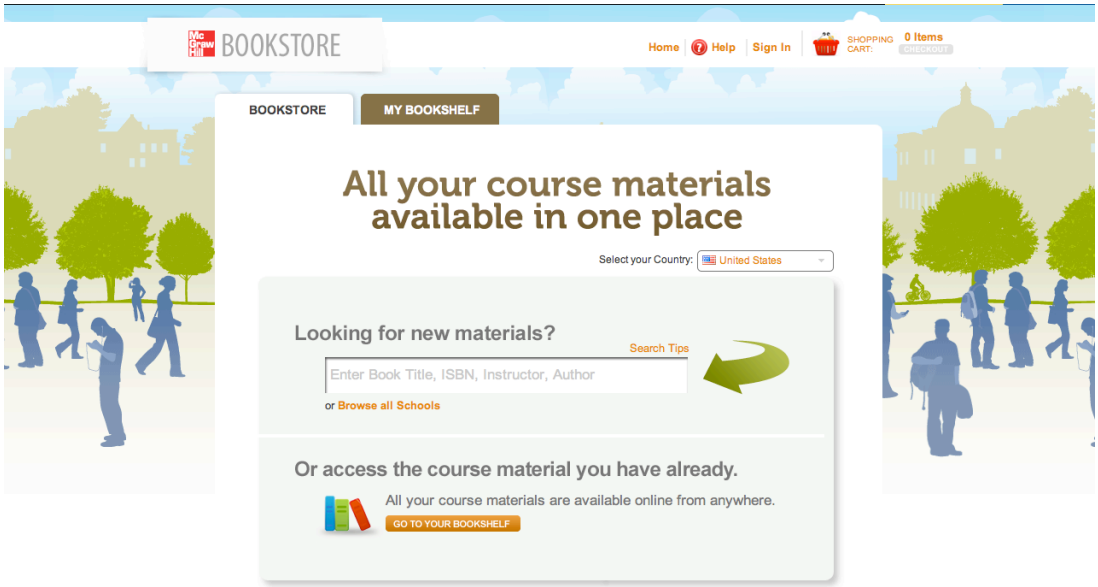
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

EDUC 554 Theories of Adult Learning - ISBN- 9781121323469. This book may be ordered from http://www.mcgrawhillcreate.com/shop. Just copy and paste the ISBN number into the search window.



Optional: *Publication manual of the American Psychological Association* (5th or 6th ed.). (2001/2009). Washington, DC: APA.

Course Description: This course explores adult development to promote an expanded understanding of issues and practices in adult education. The course focuses on three core areas of concern in adult education: the roots of andragogy, advances in adult learning, and practice in adult learning.

Student Learning Outcomes:

Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Describe the connection between education and lifelong learning.
2. Explore the context of teaching.
3. Compare and contrast pedagogy and andragogy.
4. Describe how adult education has contributed to andragogy.
5. Evaluate the most influential theories of teaching.
6. Compare and contrast adult experience and learning.
7. Discuss the ideas of adult learning and adult education and the implication of the differences.
8. Describe some of the perspectives of participation as it relates to active learning.
9. Examine the importance of groups in adult learning programs.
10. Develop a strategy to advance an evaluation process for teaching adults.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies.

Presentation and Discussion Board (75%): 750 possible points

Each student is to post a journal entry for each unit's reading assignment. Summarize the reading in your own words and note any insights you have gained (i.e.; note where you agree or disagree with the author and why). Also, each student will make at least 3 meaningful discussion posts for six of the seven modules interacting with the other students in the class. Each student will make a presentation on of one of the course lecture topics found in the course calendar\schedule (p. 9). The student will be placed into a group lead the class discussion of this topic. The presentation will be made using Voicethread. Please refer to the Voicethread tutorial on the Digital Ecosystem page if you are not familiar with Voicethread. Further instructions will be sent to each group during the course. This assignment will be used to assess the ability of the student to do research and develop their presentation skills. Please view the Rubric for Presentation for this assignment in the syllabus. The student may also download a copy of the rubric from the Course Home section of the course website. Each student will develop a MERLOT web page based on a topic covered in this course. Please refer to the MERLOT tutorial on the Digital Ecosystem page if you are not familiar with MERLOT.

*Journal (10 points/ unit x 7 units = 70 points)

*Discussion Board (10 points/posted comment x 3/unit x 6 units = 180 points)

*MERLOT Web Page (250 points)

*Group Participation (50 points)

*Presentation (200 points)

***Assessment Project (25%):** 250 possible points

Each student will complete an assessment of a student presentation in MERLOT. The student will be assigned a presentation to assess and will use the MS Global ELearning Assessment of Student Presentation Rubric located under the Course Home Tab on the Course website. In addition to completing the Rubric, the student will also write a one-two page critique identifying the parts of the presentation that were done well and why; the student will also identify the parts of the presentation that could be improved and how this could be accomplished. Please submit the Assessment Project to the Dropox. *The assessment project is not required for the undergraduate component of this course.

Assessment Method:

Rubric of Student Presentation

MS Global ELearning
Assessment of Student Presentation Rubric

Maximum Points: **150**

Category	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Student's Score
Purpose	30	25	20	15	
Organization	30	25	20	15	
Content	30	25	20	15	
Language	30	25	20	15	
Visual Aids	30	25	20	15	
				Total:	

Keys:

1. **Purpose**
   The speaker establishes clarity of purpose or focus. Good speaking should evidence specific knowledge of ideas and details, which are fully developed.

2. **Organization**
   The speaker establishes a beginning, middle, and an ending. The presentation is well organized and easy to follow.
3. **Content**
   The speaker developed the main idea which was effectively supported by details and examples.
4. **Language**
   The speaker's words were appropriate and correct. The speaker also pronounced words clearly and was easily understood.
5. **Visual Aids**
   The speaker utilized high quality audio, visual, or digital materials to effectively enhance the presentation.,

Grading

A = Exceeds Standards and demonstrates learning beyond course. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills. (900 points and above)

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments. (800 – 899 points)

C = Less than adequate demonstration of the mastery of objectives assessed. (700 – 799 points)

D or F= Failure to meet Standards (699 points and below)

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for classlive sessions throughout the semester (these run about $10)
- Speakers so you can hear me and others during our classlive sessions and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.
Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.
Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line. ***HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.***
2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to www.skype.com and search for **rick.lumadue** as the contact to add me to your list.)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).
Late work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.
Plagiarism: Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the

course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.
Attendance: This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester.
Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher- order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Date	Module	Topic
Aug 27 – Sept 2	**1**	Review of Syllabus, Introduction and Overview – Teaching Adults Today – The Context
Sept 3 – Sept 9	**2**	Adult Students
Sept 10 – Sept 16	**3**	From Learning to Teaching **Presentation Group 1**
Sept 17 – Sept 23	**4**	Roles and the Teacher **Presentation Group 2**
Sept 24 – Sept 30	**5**	The Adult Learning Group **Presentation Group 3**
Oct 1 – Oct 7	**6**	Participation **Presentation Group 4** **MERLOT Web Page Due**
Oct 8 – Oct 12	**7**	Evaluation **Presentation Group 5** **Assessment Project Due**