Course Syllabus
HIED 697: The Adult Learner
Winter-Mini 2014

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TEXT:

COURSE DESCRIPTION:
This course examines the unique nature of the adult learner in higher education, in contrast with young learners in K-12 classrooms. Emphasis will be placed on theories of andragogy and practices in adult learning.

OBJECTIVES:
Upon completion of this course, students will be able to

1. Apply their understanding of adult learning theory to their own experiences and skills. Specifically, students will be able to
   1.1 Describe adult learning theories applied to andragogy.
   1.2 Identify their own metacognitive abilities.
   1.3 Compare and contrast their own learning with adult learning traits.

2. Critically evaluate the differences between pedagogy and andragogy. Specifically, the student will be able to
   2.1 Describe pedagogical theories.
   2.2 Differentiate between the theories of pedagogy and andragogy.

3. Demonstrate an understanding of the theoretical basis of learning. Specifically, the student will be able to
   3.1 Interpret the behavioral theories of learning.
3.2 Interpret the cognitive theories of learning, including metacognition.
3.3 Identify the contributions of Maslow and Bloom to learning theory.
3.4 Describe the Perry Schema of college student development.
3.5 Explain the Adaptive Control of Thought model.
3.6 Synthesize the learning styles and multiple intelligences research.

4. Demonstrate an understanding of learning strategies. Specifically, the student will be able to
   4.1 Describe and demonstrate the rehearsal strategy.
   4.2 Describe and demonstrate the elaboration strategy.
   4.3 Describe and demonstrate the organization strategy.

5. Demonstrate an understanding of lifelong learning. Specifically, the student will be able to
   5.1 Explain how adults pursue lifelong learning.
   5.2 Evaluate the role of experience in lifelong learning.

REQUIREMENTS OF THIS COURSE INCLUDE:

Readings in the course text as well as additional outside reading. This reading should serve as a basis for class discussion. **(Note—students will be expected to select appropriate readings from the textbook as well as from outside resources.)**

Submission of **five (5) interpretive essays (maximum two pages each)** that synthesize an understanding of course topics (see course outline below for topics). Use of *APA Style Manual (6th ed.)* required. (Submissions must be made to the correct Drop Box on the e-College site by midnight of the due dates on the outline. Late submissions WILL receive a reduced grade.)

Participation in **five (5) online class discussion forums.**

EVALUATION:

The following criteria will be utilized for student evaluation:

Interpretive essays—50 pts. (10 pts. each)

Participation in discussion—50 pts. (10 pts. for each topic)

(Total possible—100 pts.)

(Please remember, no grade below a B may be applied to a doctoral degree.)

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 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

Course Outline:  (Note: Schedule is subject to change)

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<td>17 Learning Theory: Pedagogy (Essay)</td>
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<td>19 Learning Theory: Andragogy (Essay)</td>
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<td>21 Pedagogy vs. Andragogy (Discussion)</td>
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<td>23 Learning Theory: Adaptive Control of Thought Discussion)</td>
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<td>26 Adult Learning Traits (Discussion)</td>
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<td>28 Theories of Teaching (Essay)</td>
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<td>January</td>
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<td>2 Theories of Learning (Discussion)</td>
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<td>4 From Teacher to Facilitator of Learning (Essay)</td>
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<td>6 Adult Learning Style Inventory (Essay)</td>
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Additional resources:


