Communication: For matters related to the class, email through the Web site; for other matters, such as advising, email Caroline.Sherritt@tamucc.edu. In other words, please keep class business in the virtual classroom and other business for the office. Also, check class email at least once or twice a week for announcements.
INTRODUCTION
EDLD 6310 introduces adult education as a field of practice and study. Although the education and training of adults is probably as old as modern humans, and was formalized in this country during the Revolution by Ben Franklin, it has never been more important to the world than it is today for three major reasons. 1) The competitive, global, digital society in which we live requires people of all ages to change, learn, and grow throughout the life span. They are showing up in record numbers for education and re-training. 2) In all developed, and most developing nations, people are living longer and healthier. 3) The latest research on learning and effective teaching for all ages converge with effective teaching strategies for adults. In other words, it used to be thought that children and adults should be taught differently, but the most effective pedagogical methods (constructivism, active learning, discovery and problem based learning) employ adult education techniques that have been used by skilled adult educators for years and are supported by over fifty years of research. The results of that practice and research comprise the core of this seminar.

QUESTIONS

1. What do demographics tell us about adults returning to higher education?
2. What is an adult, non-traditional learner?
3. What adult learning theories apply to my academic and career experiences?
4. What does brain-based research tell us about the aging brain?
5. Are adult development theories useful for my practice?
6. Adult education is reactive to large social movements. In what ways has this played out in historic context?
7. What philosophic school (s) appeal to me as an educator? In other words, why do I do what I do as a leader and educator?

TASKS
➢ Attend and participate enthusiastically in F2F seminars, becoming an integral part of the learning for all.
➢ Read all PowerPoint lessons and whatever other materials you require to understand the theories presented and complete assignments.
➢ Contribute substantively to required online discussions (we will discuss topics at our first F2F session).
➢ Complete one reflection paper.
➢ Complete one theoretically grounded paper on adult learning and development.

Discussions
Topics will be posted in the threads and will derive from the seminar content. I look for concise postings that add to the discussion quality. I do not respond to every post unless I think I can contribute, but I do read them purposefully, assigning grades as I go. I also pull them up at the end of the semester if a student is between grades and I use them as a resource for course revisions.

Papers
Reflection Paper (maximum length 2 pages, single spaced, 12 pt) APA

EDLD 6310 stimulates students to reflect on their education odyssey: the qualities of their learning styles, the courses they took, the learning they acquired outside of formal education, the life exigencies that steered them in one direction or another. The reflection paper is an opportunity for you to share your thoughts as you work through the learning and development theories in the class site and should more or less address this question: What theories of adult education resonate with you as a learner and/or an educator? In other words, theoretically ground your musings. Be specific, concise, and don’t ramble.
Research Film Study Paper (maximum length 5 pages exclusive of reference section, double spaced, 12-20 p p) APA

The purpose of the paper is to provide the opportunity for you to explore and acquire deep knowledge about adult learning and development theories as explained in the literature and modeled in one of three films (below). You are expected to do some research for this project; select two or three theories that interest you from the synopses presented in the class site and read about them. It is also expected that you will follow scholarly writing guidelines. Doctoral Writing 101 tips follow for the uninitiated.

1. APA standards for all references, citations, headings
2. No “editorial” comments allowed. In other words, what you think or believe is only relevant if you can prove it with facts, expert opinions, and citations.
3. Avoid using the first person “I”.
4. Scholarly writing is scientific, technical writing: Present a thesis and prove it.
5. Do not exceed five pages of text with attached reference section, although you may, in fact, write fewer pages if you know your work to be thorough and well organized. More is not always better. Tight concise, well sourced technical papers are expected.
6. Go through your drafts and strike out any words that don’t add value; don’t use a big word when a small one will work; avoid excessive jargon.
7. Redundancy is the Hobgoblin of inferior doctoral writing; resist it.
8. Check for transitions from one paragraph topic to the next; develop your paragraphs (2 sentences do not make a paragraph).
Films and Suggestions for Getting Started on Analysis

Educating Rita (Julie Waters)
Back to School (Rodney Dangerfield)
Goodwill Hunting (Matt Damon)

For …Rita, look at development theories (particularly for women) and adult motivation, as well as social learning and transformation. For…School, explore Knowles adult learner characteristics and teaching adults, as well as Cross’s Barriers to Learning. For…Hunting, check out Social Learning theories, mentoring, transformation.

Note: You may use whatever theories appeal to you for this assignment; the suggestions above are to get you started if, in fact, you need some help.

Upload Your Final Paper into the Labeled Discussion Thread
As a learning group, we will decide how to best process these tomes
RESOURCES

- Course Guide
- Powerpoint Lessons with embedded links.
- Lengthy Bibliography (see syllabus).
- Online electronic resources through Bell Library, notably Adult Education Quarterly.
- Other members of the learning community.

Complete bibliography on the syllabus, below are some additional useful Web sites for the research paper.

Web Resources
At the movies: Adult learning theory. (Retrieved July 2009 from Buzzle.Com)


Learning in adulthood: Knowles’ theory of andragogy (Retrieved online July 2009 from Buzzle.Com)


EVALUATION

Approximate % of Final Grade

Class attendance and participation (5X4) 20
Discussions (# to be determined) 30
Reflection Paper 15
Research Paper 35

90+ A
80+ B
70+ C

Scotty turns in his 6310 research paper and his dissertation proposal.

Conclusions

The purpose of this course is to develop your knowledge about and skills for working with adult learners, whether in formal or non-formal settings, and perhaps discover something about yourself. The course presents an overview of Adult Education as a field of study and an important international priority because of its connection to human and economic development. It provides key information about adult learning and development, therefore, has implications for adult programming. I will consider this class a success if, in the future, one of you confides that it changed your practice. In other words, my primary goal as the facilitator of this course is to expand your worldview about adults and learning.