EDLD 6310 – The Education and Training of Adults

**Instructor**  Dr. Nancy J Smith

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**Office Hours**  Mondays & Thursdays 1:00 – 4:00 or by appointment

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**Classroom**  Bay Hall 128

**Class Hours**  Thursdays 4:20 – 6:50

**Blended – meets every other week**

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I. COURSE DESCRIPTION:

The purpose of this course is to introduce adult education as both a field of practice and a field of study to professionals working in universities, community colleges, businesses, government, social service agencies, and other venues concerned with the education and training of adults. Exemplary practices in adult education and training reflect theoretic constructs undergirding the field; therefore, EDLD 6310 is a theory-into-practice class.

II. RATIONALE:

“Adults are learning all the time... The more we understand our own learning, the better we can be as practitioners who design and facilitate learning activities for adults” (Merriam & Bierema, 2014).

Therefore, it is necessary as educational leaders to build a conceptual foundation of our practice as adult educators, as well as enhance our personal experience as learners, by examining and critiquing theory in relation to experience and social contexts. Central to building a conceptual foundation is an examination of varied cultural perspectives on adult learning theory and practice.

III. STATE ADOPTED PROFICIENCY DOMAINS: N/A

IV. CARNEGIE PROJECT ON THE EDUCATIONAL DOCTORATE (CPED) PRINCIPLES:

The professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice

2. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry

3. Emphasizes the generation, transformation, and use of professional knowledge and practice

V. COURSE OBJECTIVES AND OUTCOMES:

Upon successful completion of the course, the student should be able to demonstrate knowledge and understanding of:

- An adult, non-traditional learner, the perspectives and arguments of the main schools in adult learning theory, and how adult learning theory informs your own learning;

- The differences in identity, socio-economic, cultural, political, organizational and other contextual factors which affect adult learning
• The ways in which adult education is reactive to large social movements and the ways this has played out in historic context
• What adult learning theories apply to your academic and career experiences, and how various theories apply to your own practice as an adult educator
• How adult learning theory applies to the current use and approaches to technology

VI. COURSE TOPICS:
• Adult learning perspectives, theory, and historical trends
• Characteristics of the adult learner
• Current research on the brain and learning
• Globalization and digitization and the adult learner

VII. REQUIRED TEXTS:
Supplemental reading will be found in your Dropbox folder
EndNote Software. [This is OPTIONAL] Available FREE for download from http://it.tamucc.edu/downloads. You will need your Island ID and Password. The product key is on the page with the download link.

RESOURCES:
Bell Library – http://rattler.tamucc.edu/
EndNote – http://endnote.com/
OWL at Purdue – http://owl.english.purdue.edu/owl/resource/560/01/

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES:
• Lecture & discussion
• Group assignments
• Individual assignments
• Project-based learning

IX. EVALUATION, GRADE ASSIGNMENT, AND DELIVERABLES:
Grades will be calculated based on A = 90-100; B = 80-89.9; C = 70-79.9; D = 60-69.9; F = 59.9 and below
All Deliverables are graded on a 100-point scale and contribute to the final grade as follows:
   Discussion / Participation 20%
   Chapter projects 20%
   Adult Learning Inventory paper 10%
At the Box Office paper 10%
Disorienting Dilemma paper 20%
Final Project 20%

**DELIVERABLES:**
- Discussion/Participation – be fully prepared to participate in class by reading all assignments for each session and being ready and able to discuss them critically
- Chapter Projects
  - Lead the class through a short activity [individual ≈ 45 min | team ≈ 90 min] to facilitate an understanding of 1-2 chapters
- Adult Learning Inventory paper
  - Complete the Adult Learning Inventory
  - Compose a summary paper and share what you learned
    - Include reflections on adult learning and your own approaches to learning
- At the Box Office paper
  - Watch and review a movie which clearly depicts adult learning
- Disorienting Dilemma paper
  - Describe and develop a disorienting experience
  - Share experience with class
- Final Project
  - Fully develop a topic of your choice regarding adult learning

X. **COURSE EXPECTATIONS AND POLICIES:**

1. **Attendance and Participation:** This class requires you to invest time for preparation, assignments, and application of critical concepts in research. You will need to stay on top of things in order to perform well. While you might be an independent learner, and perhaps a strong performer, the research is consistent on the value of social learning. Your respectful and meaningful participation in discussions will be required for your final grade.

2. **Tardiness and Courtesy to Peers:** I see us as professional scholars and therefore we should treat our learning environment with professional respect. All class meetings will start on time unless otherwise announced in advance. **DO NOT WALK IN LATE.** Make sure you communicate with me if you have any extenuating circumstances.
   
   **IN OTHER WORDS, IF YOU ARE ABSENT OR LATE, WITHOUT MAKING PRIOR ARRANGEMENTS WITH ME, IT WILL AFFECT YOUR GRADE AT THE RATE OF 5% PER OCCURRENCE.**

3. **Competencies:** There are some basic competencies that I expect you will have in order to perform well in this class. These are:
   a. Ability to proofread your work before submitting
   b. Ability to use APA style to write and cite references when making general and/or specific statements that are not entirely your own
   c. Ability to communicate effectively when you do not understand the instruction or expectations about assignments
d. Ability to connect to the Internet, download required materials, use Blackboard, and transmit required materials as needed. I will not entertain excuses emerging from last minute computer troubles. Therefore, plan ahead and have back up plans in place should something go wrong.

4. **Electronics**: The use of technology is encouraged, however cell phones must be turned off during class. When using laptops, iPads, or similar devices, please refrain from participating in emailing, texting, FaceBook, or other forms of messaging and social networking.

5. **Disabilities Accommodations**: 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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

6. **Professional Conduct and Academic Honesty**: Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism. Cheating, plagiarism and other forms of academic dishonesty will result in disciplinary actions. All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education and the University.

7. **Diversity Statement**: The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

8. **End of Semester Negotiations**: I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will not entertain any end of semester negotiations about grades, and your grade in the course is a direct reflection of your engagement in your own learning process.