



Course Syllabus
HIED 620: The Adult Learner
Fall 2016

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COURSE INFORMATION

TEXT:

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2011). *The adult learner: The definitive classic in adult education and human resource development* (7th ed.). Oxford, UK: Elsevier.

Additional resources:

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass

Anderson, A., Johnston, B., & McDonald, A. (2014). Patterns of learning in a sample of adult returners to higher education. *Journal of Further & Higher Education*, 38(4), 536-552.

Becker, W. E., & Andrews, M. L. (2011). *The scholarship of teaching and learning in higher education: Contributions of research universities*. Bloomington, IN: Indiana University Press.

Bohonos, J. (2014). Understanding career context as a key to best serving adult students. *Adult Learning*, 25(1), 28-30.

Brookfield, S. D., & Holst, J. D. (2010). *Radicalizing learning: Adult education for a just world*. San Francisco: Jossey-Bass.

Cannady, R., King, S., & Blending, J. (2012). Proactive outreach to adult students: A department and library collaborative. *Reference Librarian*. 53(2), p156-169.

- Chen, J. (2014). Teaching nontraditional adult students: Adult learning theories in practice. *Teaching in Higher Education*, 19(4), 406-418.
- Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Drago-Severson, E. (2009). *Leading adult learning: Supporting adult development in our schools*. Thousand Oaks, CA: Corwin Press.
- English, L. M., & Mayo, P. (2012). *Learning with adults: A critical pedagogical introduction*. Rotterdam, Netherlands: Sense Publishers.
- Francois, E. Motivational orientations of non-traditional adult students to enroll in a degree-seeking program. (2014). *New Horizons in Adult Education & Human Resource Development*, 26(2), 19-35.
- Hoare, C. (Ed.). (2011). *The Oxford handbook of reciprocal adult development and learning* (2nd ed.). New York, NY: Oxford University Press.
- Jezeqou, A. (2013). The influence of the openness of an adult e-learning situation on adult students' self-regulation. *International Review of Research in Open and Distance Learning*, 14(3), 182-201.
- Kenner, C. & Weinerman, J. (2011). Adult learning theory: Applications to non-traditional college students. *Journal of College Reading and Learning*, 41(2), 87-96.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2011). *The adult learner: The definitive classic in adult education and human resource development* (7th ed.). Oxford, UK: Elsevier.
- Lakey, G. (2010). *Facilitating group learning: Strategies for success with adult learners*. San Francisco, CA: Jossey-Bass.
- Livingstone, D. W. (Ed.). (2010). *Lifelong learning in paid and unpaid work*. Clifton, NJ: Routledge/Taylor & Francis.
- Merriam, S. B., & Grace, A. P. (Eds.). (2011). *The Jossey-Bass reader on contemporary issues in adult education*. San Francisco, CA: Jossey-Bass.
- Mayo, C. (2013). Using philosophy to create communities in difficult times: Adult learners and new spaces for learning together. *Philosophical Studies in Education*, 44, 37-43.
- Murray, S. & Mitchell, J. (2013). The "double-edged sword" of the adult learning environment. *Australian Journal of Adult Learning*, 53(1), 111-128
- Navarre Cleary, M. & Wozniak, K. (2013). Veterans as adult learners in composition courses. *Composition Forum*, 28.

O'Toole, S. & Essex, B. (2102). The adult learner may really be a neglected species. *Australian Journal of Adult Learning*, 52(1), 183-191.

Remedioa, R. & Richardson, J. (2013). Achievement goals in adult learners: Evidence from distance education. *British Journal of Educational Psychology* 83(4), 664-685.

Wellner, A. S. (2011). *Like riding a bike: On learning as an adult*. New York, NY: Curious World Books.

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.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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

REQUIREMENTS OF THIS COURSE INCLUDE:

Readings in the course text as well as additional outside reading. These readings will 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 **ten (10)** interpretive essays that synthesize an understanding of course topics (see topics listed below). 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. Late submissions **WILL** receive a reduced grade.)

Participation in online class discussion forums.

Completion of Personal Adult Learning Style Inventory/Core Competency Diagnostics

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](http://secure.ecollege.com/tamuc/index.learn?action=technical) <http://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio. Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/)
<http://247support.custhelp.com/>

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

PLEASE NOTE: Your personal computer and internet access problems are not legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.


myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating	iPhone - OS 6 and above

	System:	Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses. Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

You may contact me in person during office hours or online through University email. I am usually online every day, including weekends. If you need to leave me a message, please indicate what specific assistance you need. I do not play telephone tag. If there is an emergency and you need assistance from the department; you may call the main office at 903-886-5520.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Students are expected to actively participate. I will monitor your participation/activity. **All** works submitted for credit must be original and created 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. 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. I do not accept late work! However, I do understand that sometimes there are circumstances out of your control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, you are expected to notify me **before** the assignment deadline.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

ADA Statement

Students with Disabilities

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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Topics to be Explored:

1. Exploring the World of Learning Theory
2. Theories of Learning
3. Learning Theory: Pedagogy
4. Learning Theory: Andragogy
5. Pedagogy vs. Andragogy
6. Learning Theory: Adaptive Control of Thought
7. Adult Learners' Traits
8. Theories of Teaching
9. The Future of Andragogy

10. Whole-Part-Whole Learning Model
11. From Teacher to Facilitator of Learning
12. Guidelines for the Use of Learning Contracts
13. Core Competency Diagnostic and Planning Guide
14. Adult Learning Style Inventory
15. Training Delivery Problems and Solutions