



**HIED 620: The Adult Learner
Syllabus
Summer 2020
On-Line Class**

Instructor: Dimitra Smith, PhD; Associate Professor

Department: Department of Higher Education and Learning Technologies

Office Hours: Available by appointment (Tuesdays - 10:00 -12:00 noon CST; and on Wednesdays 10:00 am-1:00 pm CST via distance communication)

University Email Address: Dimitra.Smith@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received.

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. (2104). 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., & Blendinger, 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.)**

Participation in online threaded discussion over each research/reading assignment. (Note—no late participation will be accepted. **IMPORTANT**--relying solely on the lectures and the text for your threaded discussion posts will be considered average work and will be graded accordingly. In addition, please remember to cite all references appropriately, quoting any use of exact wording of authors and adhering to APA and university standards. Deviation from these standards will also result in a reduced grade. Initial responses to the discussion questions are due by Wednesday of each week. Responses to at least 2 of your peers are due by the Saturday of each week. No partial credit/points will be given. Both the initial response and responses to your peers must be completed and completed by the due date to receive credit. Both components: 1) the initial discussion question and responses to peers and 2) initial response and responses to the peers, must be completed for credit/points. Failure to complete one or more components will result in no points/credit being given.

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.) **30% of your final grade. 30% of your final grade.**

Participation in online class discussion forums. **35% of your final grade.**

Completion of Personal Adult Learning Style Inventory/Core Competency Diagnostics (more information will be provided) **35% of your final grade.**

*****The contents of the course syllabus and assignments are subject to change at the instructor's discretion.**

TECHNOLOGY REQUIREMENTS

- 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.

TECHNOLOGY REQUIREMENTS

This course will be using myLeo Online (D2L Brightspace) for course delivery and for all student submissions and discussion. All direct communication with the class and the professor will be conducted in the appropriate week's threaded discussion session. Group discussions may utilize any technological link preferred by the individual group.

Access to the library's available databases via the student's MyLeo account will be required, unless the student prefers to use the library's holdings in person.

Browser Support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.
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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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.

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.

ACCESS AND NAVIGATION

To access myLeo Online, students should type the following address into their internet browser:
<https://myleoonline.tamuc.edu>

Students will need their campus-wide ID (CWID) and password to log in to the course. Students who do not know their CWID or have forgotten their password should contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Chat** or click on the words "click here" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (Texas A&M University-Commerce

Procedure A12.08—see Student Guidebook, Policies and Procedures, Conduct).

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in Texas A&M University-Commerce Procedure 13.99.99.R0.10, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A report of each infraction also is submitted to the Graduate School for further action.

A&M-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.

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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). 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.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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 the **Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 162, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148 (StudentDisabilityServices@tamuc.edu)**

Course Specific Procedures 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 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:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures>

[es/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

You may contact me online through University email. I am usually online every day, excluding weekends. 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](#)

Most (if not all) of the following topics will 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