

ELPA 746 The Adult Learner: Implications for Curriculum and Instruction

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(please write **ELPA 746 on subject line** which will send your message to my course folder)

Special Accommodation

I want to include persons with special challenges in this course. I will treat confidentially the information that you share with me related to disabilities, language, or cultural background and will provide you with information about special accommodations and assistance regarding curriculum, instruction, or assessments to enable you to fully participate.

Course syllabus printable version

This syllabus provides an overview of the course purpose and plan. The focus is on adult learning. In addition to increased understanding of scholarly writings related to adult learning, participants should become more able to strengthen their own teaching and that of other people who help adults learn. In addition to the text for the course (Merriam and Caffarella, Learning in Adulthood, 1999) the attached bibliography contains supplementary course-related readings, located at Memorial Library, other UW branch libraries, and especially at the Center for Instructional Materials and Computing (CIMC) on the third floor of the Teacher Education Building. The other basic readings are available on E-reserve.

Introduction:

Learn@UW –ELPA 746 (Fall 2007)

I welcome you to this graduate course on adult learning. This introduction provides highlights to indicate ways that students can help make their experience accessible, active and relevant.

The current version of this syllabus is available on the ELPA departmental website <http://www.education.wisc.edu/elpa/academics/syllabi/> and is provided in the content section of Learn@UW for ELPA 746 <https://learnuw.wisc.edu/>

Interaction and feedback during the semester will result in ongoing modifications.
The basic readings can be downloaded from electronic reserves, to be printed or read on screen.

All of the sessions will use audio conferencing for distance education statewide.

Instructor information is available from the ELPA webpage:
www.education.wisc.edu/elpa/people/faculty/knox.html

FAQ ELPA 746 Fall '07

1. How do the course units contribute?
The interrelated course units include reading, discussion, reflection, and writing about concepts, examples, rationale, and sources for further study that together can enrich your mastery.
2. What options in the course plan provide flexibility and individualization?
The syllabus questions and basic readings provide a shared foundation to enrich the individualized reading, writing, and reflection of each student.
3. How could this course on adult learning improve leadership?
Students can use their career experience and interests regarding educational leadership to emphasize reading, writing, conversation, and reflection to apply concepts to their specific career interests.
4. Why does the course use instructional technology?
Distance education arrangements can provide each student with convenient access to learning resources and interaction with students at various locations.
5. What familiarity with instructional technology should students have?
Minimal familiarity is required for audio conferencing combined with Learn@UW which entails basic use of computer based education with the equivalent of sending and receiving email.
6. How can students benefit from viewpoints of other students?
Learn@UW can enable students to easily send and receive and participate in on-line threaded discussion with other students who share similar interests, in addition to synchronous sessions with audio interaction with all other students.
7. Why are periodic surveys and brief reports included?
Such efficient feedback can increase responsiveness and help modify course plans and implementation.
8. Can people enroll as special students without pursuing a graduate degree?
In addition to some students who are matriculated for a graduate degree or certificate from one of the cooperating UW campuses or elsewhere, some students typically do so for professional development by following instructions on the office of Special and Guest Students website.
<http://www.education.wisc.edu/elpa/admissions/SpecialStudentEnrollmentProcess.htm>
9. Can this and future ELPA courses be applied to degree or certification programs?
This and future courses with various formats are planned
10. Are special accommodations available?
Contact the instructor about available special accommodations and assistance for persons with disabilities or special challenges related to communication or mobility.
11. What provision is made for access to supplementary readings, beyond course texts?
Beyond the text and basic readings, (that can be downloaded and printed), students can search and download many journal articles, along with borrowing books from cooperating UW campus libraries, supplemented by interlibrary loan.

COURSE OBJECTIVES

As a result of this course, each participant should be better able to:

1. Understand and appreciate trends and dynamics regarding adult development and learning.
2. Know about and learn how to locate writings about adults as learners.
3. Recognize major societal and situational influences on adult development and learning.
4. Appreciate diverse characteristics of adult learners.
5. Analyze issues regarding adults as learners.
6. In some instances, initiate a research or evaluation proposal related to adult development and learning.

READINGS

The text on Learning in Adulthood (Merriam and Caffarella, 1999) and excerpts available from E-Reserves provide the basic readings for each unit. All course-related reserves are available through the MyUW portal at <http://my.wisc.edu/portal/> . The reserves page on our website includes a link for students to the MyUW portal. Check it out here: http://cimc.education.wisc.edu/e_reserves/index.html . Log in to MyUW and click on the Academics tab. Next to each of the registered courses that have reserves (paper & electronic), there will be a "Library/Reserve" link that will take you directly to the reserves for that course.

There are also several ways to access E-Reserves through the LearnUW portal. There is a link to E-Reserves in the top navigation bar, and also one that says Library Reserves to the right of the Welcome on the Introductory page of the site.

Supplementary readings are suggested in the syllabus, and are implicit in the citations to references in the chapters of the text for each unit. The course bibliography lists many earlier books and articles pertinent to the course. In preparation for each unit session, read the text chapter(s) and E-Reserves early in the week, and then, based on your background and interests, select supplementary readings and others from the syllabus bibliography that are most pertinent to you.

Dates Units Topics Discussion Questions Readings

09/04 OVERVIEW OF ADULT DEVELOPMENT AND LEARNING (first week)

Review of course purposes, plan, procedures
Introductions of participants
Concepts about adult development and learning

09/11 A. LEARNING AND SOCIETY

Study questions

1. What cultural characteristics are especially influential on adult development and learning?
2. What are major implications for responsiveness by educational opportunities for adults?

Basic Readings: Merriam and Caffarella (1999) ch.1; Bullivant, in Banks and Banks (1993) pp. 29-47; Anderson and Collins (1992) pp. 1-5, 486-494, 510-518; Fadiman (1997) pp. 260,261;

Wise and Glowacki-Dudka (2004) pp. 2-16??; Goldberger (1996) pp. 335-364; Osborne, Gallacher, Crossman (2004) pp. 77-90

Supplementary Readings: Belenky and Assoc. (1997); Bronfenbrenner (1995); Cassara (1990); Daloz and Assoc. (1996); Friere (1973); Hansman (2001); Hiemstra (1993); Jarvis (1987, 2004); Kegan (1994); Knox (1977, ch. 1-4); Lefrancois (1996); Miller (1967); Naisbitt and Aburdene (1990); Schlossberg and Assoc. (1989); Sheehy (1995); Sissel (1996); Tennant and Pogson (1995); Wlodkowski and Ginsberg (1995)

09/18 B. OPPORTUNITIES AND PARTICIPATION

Study questions

1. What are the variety of providers of educational opportunities for adults, and what are their distinctive features?
2. What are major positive and negative influences on adult participation in educational activities?

Basic Readings: Merriam and Caffarella (1993) ch.2,3; Aslanian and Brickell (1980) pp. 26,27,49-63; Flannery in Hayes and Colin (1994) pp. 17-26; Gallo (2004) pp. 79-91

Supplementary Readings: Bash (2003); Boud (1996); Candy (1991); Daloz (1999); Garrison (1997); Hiemstra and Brockett (1994); Hiemstra and Sisco (1990); Knox (1986); Marsick and Watkins (1990); Merriam (2001, Ch. 1,3); Pratt (1988, 1998); Spencer (2003); Quigley and Kuhn (1997); Smith and Assoc. (1990)

09/25 C. PROVIDING LEARNING ACTIVITIES

Study questions

1. What is the match between adult education opportunities and educational needs of adults?
2. Who decides program offerings and who benefits?

Basic Readings: Merriam and Caffarella (1999) ch.4; Stein and Imel (2002) pp. 27-40, 93-97; Moore in Davis, Barnes and Fox (2003) pp. 249-255

Supplementary Readings: Banks and Banks (1993); Bingman (2000); Boulmetis and Dutwin (2000); Brinkerhoff (1987); Cervero and Wilson (1996); Goldberger and Assoc. (1996); Guy (1999); Hayes and Colin (1995); King and Lawler (2003); Merriam (2001, Ch. 5, 6); Moore (2003); Rose and Leahy (1997); Willis and Dubin (1990)

10/02 D. BIOLOGICAL AND PSYCHOLOGICAL

Study questions

1. What trends related to physical aging are especially salient regarding educational activities?
2. What models and concepts related to psychological development influence learning activities and how does that occur?

Basic readings: Merriam and Caffarella (1999) ch.5; Birren and Schaie (1996) pp. 231, 232, 308-322; Bengston (1996) pp. 18-45; McIntosh in Anderson and Collins (1992) pp.70-81

Supplementary Readings: Anderson (1996); Arlin (1975); Clark and Caffarella (1999); Flannery (1993, Ch. 4, 5); Gray (1981); Hansman (2001); Horn and Donaldson (1980); Kausler (1994);

Kegan (1994); Knox (1977, Ch. 5); Lave (1997); Merriam (2001, Ch. 8); Salthouse (1995).

10/09 E. SOCIOCULTURAL

Study questions

1. What sociocultural influences are part of the transactions that contribute to adult development?
2. How can multiple perspectives deepen our understanding of adult development?

Basic Readings: Merriam and Caffarella (1999) ch.6; Alfred (2002) pp. 89-95; Guy (1999) pp.

93-

98; Bransford (1999) pp. 221-227; Hausman in Merriam (2001) pp. 43-51

Supplementary Readings: Banks and Banks (1993); Baumgartner and Merriam (2000); Bronfenbrenner (1995); Cassara (1990); Chiriboga (1982); Demick (1996); Hultsch and Plemons (1979); Jarvis (1987); Knox (1977, Ch. 1-4; 1980; 1985); Loewenthal and Assoc. (1975); Luttrell (1989); Magnusson (1995); Martinez, Stuart (2003); Moen and Assoc. (1995); Naisbitt and Aburdene (1990); Peterson (1996); Rowden (1996); Schein (1978); Senge (1990); Tennant and Pogson (1995)

10/16 F. COGNITIVE DEVELOPMENT

Study questions

1. How do various theories of adult cognitive development address the interplay of internal and external influences?
2. What contribution to understanding cognitive development is made by concepts such as dialectical and wisdom and reflection?

Basic Readings: Merriam and Caffarella (1999) ch.7; Bransford (1999) pp. 19, 36, 37; Fisher and Wolf (1998) pp. 15-26; Anderson (2000) pp. 456-457

Supplementary Readings Beatty and Wolf (1996); Clark and Caffarella (1999); Csikszentmihaly (1982, 1997); Feldman and Assoc. (1994); Flannery (1993, esp. Ch. 2); Fowler (1981); Gardner (1997); Garrison (1991); King and Kitchner (1994); Knox (1977, Ch. 6); Loevinger (1976); Macdonald (1996); Miller and Cook (1994); Palmer (2000); Riegel (1973); Rogoff (1990); Schmidt and Assoc. (1990); Vogel (1991); Wickett (1999)

10/23 G. INTELLIGENCE

Study Questions

1. What are the main forms of intelligence that have been identified?
2. What are the main age-related trends in intelligence and what seems to influence them?

Basic Readings: Merriam and Caffarella (1999) ch.8; Birren, Schaie (1996) 266-286; Gardner (1993) pp. 13-34

Supplementary Readings Anderson (1996); Bandura (1986); Bransford and Assoc. (1999); Cattell (1987); Flannery (1993); Gardner (1997); Gardner and Walters (1993); Goleman (1995); Horn and Donaldson (1980); Knox (1977, Ch. 7); Lohman and Scheurman (1992); MacKeracher (1996); Merriam (2001); Piaget (1972); Schaie (1996); Sternberg (1988, 1996); Tennant and Pogson (1995); Vygotsky (1978); West and Assoc. (1991)

10/30 H. MEMORY AND THE BRAIN

Study questions

1. What are the main trends and influences regarding aging, memory, and schemas?
2. What contributions to understanding learning are made by concepts such as prior knowledge, learning style, health, expertise, motivation, and interpretation?

Basic Readings: Merriam and Caffarella (1999) ch.9; Anderson (2000) pp. 170-200, 201-238; Tennant (1997) pp. 80-93

Supplementary Readings: Birren and Schaie (1996); Beatty and Wolf (1996); Brandsford (1999);

Chi and Assoc. (1988); Clark and Caffarella (1999); Daley (1999); Deci (1975); Erikson and Assoc. (1986); Fisher and Wolf (1998); Gray (1981); Hansman (2001); Kausler (1994); Kirshner and Whitson (1997); Knox (1977, Ch. 5); Lefrancois (1996); Lohman and Scheurman (1992); McClosky (1971); Merriam (2001, Ch. 8); Pressley and Levin (1983); Rogoff (1990); Salthouse (1995); Schmidt and Assoc. (1990); Weiman (1987); Wlodkowski and Ginsberg (1995)

11/06 I. EXPERIENCE AND LEARNING

Study questions

1. What are reciprocal relationships between experience, motivation, learning, and reflection?
2. How do concepts such as reflective practice, situated cognition, cognitive apprenticeships, and power differences suggest implications for helping adults learn?

Basic Readings: Merriam and Cafarella (1999) ch.10; Dominice (2000) pp. 174-187

Supplementary Readings: Anderson (1996); Baumgartner and Merriam (2000); Bengston (1996);

Boshier and Collins (1985); Boud and Assoc. (1985); Boud and Miller (1996); Brandt and Assoc. (1993); Bronfenbrenner (1995); Brookfield (1986); Brown and Assoc. (1989); Cervaro and Wilson (1996); Chickering and Reisser (1993); Cranton (1997); Csikszentmihalyi (1997); Daloz (1999); Dominice (2000); Donaldson and Assoc. (2000); Farmer and Assoc. (1992); Flannery (1993); Friere (1973); Gould (1978); Guy (1999); Jackson and Caffarella (1994); Jarvis (1987); Kolb (1984); Lave and Wenger (1991); Merriam (2001); Merriam, Mott, and Lee (1996); Rogoff (1990); Rossiter (1999); Rothwell (1999); Rowden (1996); Saltiel and Assoc. (1998);

Schlossberg

and Assoc. (1989); Schön (1987); Sissel (1996); Smith and Assoc. (1990); Tough (1978, 1979); Willis and Dubin (1990)

11/13 J. LEARNING THEORIES

Study questions

1. What are the main similarities and differences across five learning theories?
2. What are major implications for helping adults learn?

Basic Readings: Merriam and Caffarella (1999) ch.11; Lave in Kirshner and Whitson (1997) pp. 17-35; Pratt and Assoc. (1998) pp. 33-53

Supplementary Readings: Bandura (1986); Belenky and Assoc. (1997); Brookfield (1995); Cranton (1996); Engestrom and Miettinen (1999); English and Gillen (2000); Flannery (1993);

Gardner (1997); Gilligan (1982); Merriam (2001); Ross-Gordon and Assoc. (1990); Schaie and Willis (1996); Tennant and Pogson (1995); Vygotsky (1978)

11/20 K. ANDRAGOGY AND OTHER MODELS

Study questions

1. What are the main features of Andragogy as a rationale for adult education?
2. What contributions do some other models make to understanding of helping adults learn?

Basic Readings: Merriam and Caffarella (1999) ch.12; Schon (1987) pp. 22-40; Daloz (1999, pp. 231-247)

Supplementary Readings: Apps (1996); Arlin (1975); Aslanian and Brickell (1980); Bateson (1994); Boucouvalas (1987); Chi and Assoc. (1988); Chiriboga (1982); Cranton (1996; 1997); Csikszentmihalyi (1997); Daley (1999); Daloz and Assoc. (1996); Demick (1996); Donaldson

and

Assoc. (2000); Engstrom and Miettinen (1999); Feldman and Assoc. (1994); Fowler (1981); Havelock (1969); Hiemstra (1993); Houle (1984); Hughes and Graham (1990); Hultsch and Plemons (1979); Inglis (1997); Kegan (1994); King and Kitchener (1994); Knopf (1995); Knowles (1984); Knox (1977, Ch. 8,9; 1980; 1985; 1986); Lave and Wenger (1991); Lewis and Dowling (1992); Loewenthal and Assoc. (1975); Macdonald (1996); Magnusson (1995); Merriam (2001, Ch. 4); Merriam and Heuer (1996); Merriam, Mott, and Lee (1996); Merriam and Yang (1996); Millet and Cook-Greuter (1994); Moen and Assoc. (1995); Newman (1994); Palmer (200); Peterson (1996); Pratt (1988); Quigley and Kuhne (1997); Riegel (1976); Robinson

(1990);

Saltiel and Assoc. (1988); Schön (1987); Wilber (1990); Wlodkowski (1985, 1995); Wolf and Leahy (1998)

11/27 L. SELF DIRECTED LEARNING

Study questions

1. What characterizes self directed learning regarding goals, readiness, and process?
2. How might the theory and practice of self directed learning become even more useful to adult learners and people who help adults learn?

Basic Readings: Merriam and Cafferella (1999) ch.13; Candy (1991) pp. 5-23; Tennant (1997) pp.

135-141; Fenwick (2003) pp. 45-63; Merriam (2001) pp. 3-13

Supplementary Readings: Baumgartner and Merriam (2000); Boshner and Collins (1985); Boud and Assoc. (1985); Boud and Miller (1996); Brockett and Hiemstra (1991); Brookfield (1985); Brooks and Watkins (1994); Candy (1991); Cavaliere and Sgroi (1992); Confessore and Confessore (1992); Daloz (1999); Dominice (2000); Garrison (1997); Hiemstra and Brockett (1994); Hiemstra and Sisco (1990); Jackson and Caffarella (1994); Knox (1974); Langer (1997); Long and Assoc. (1997); Marsick and Watkins (1990); Merriam (2001, Ch. 1,3); Messick and Assoc. (1976); Peters and Gordon (1974); Pratt (1988); Quigley and Kuhne (1997); Rose and Leahy (1997); Saltiel and Assoc. (1998); Schön (1983); Smith (1990); Tough (1978, 1979)

12/04 M. TRANSFORMATIONAL AND OTHER PERSPECTIVES

Study questions

1. What are the main features of transformational learning theory?
2. What are the distinctive contributions of some other critical theory perspectives?

Basic Readings: Merriam and Caffarella (1999) ch.14,15; Mezirow (2000) pp. 3-33; Brookfield (2005) pp. 39-65; Cranton in Ross-Gordon (2002) pp. 63-71; Tisdell (2003) 93-116, 179-182, 259-261; Daloz (1999) pp. 64-69

Supplementary Readings: Banks and Banks (1993); Bateson (1994); Baumgartner and Merriam (2000); Belenky and Assoc. (1986, 1997); Bell-Scott and Johnson-Bailey (1998); Bierema (1998); Brookfield (1995); Cranton (1994, 1996, 1997); Friere (1973); Gilligan (1982); Goldberger and Assoc. (1996); Goleman (1995); Guy (1999); Hayes (1989); Hayes and Colin (1994); Inglis (1997); Johnson-Bailey and Cervero (1996); Jordan (1997); Labouvie-Vlef (1994); Luttrell (1989); Merriam (1983); Mezirow (1991); Mezirow and Assoc. (1990); Robertson (1996); Ross-Gordon and Assoc. (1990); Tisdell (1995); Usher and Assoc. (1997); Vella (1994); Wilber (1990)

12/11 N. ETHICS AND PRAXIS

Study questions

1. What are some ethical issues related to adult learning and some ways to assess them?
2. Why is praxis between theory and practice important and some promising ways to better explain it?

Basic Readings: Merriam and Caffarella (1999) ch.16,17; Elias & Merriam (2005) pp. 4-8, 12-15, 247-252; Knox (2002) pp. 19-23, 161-193, (2006) pp. 3-39

Supplementary Readings: Angelo and Cross (1993); Apps (1985); Boucouvalas (1987); Brockett (1988); Boulmetis and Dutwin (2000); Brinkerhoff (1987); Brookfield (1985, 1995); Cervero and Wilson (1996); Daloz and Assoc. (1996); Davis and Fox (1994); Deshler (1984); Evans (1991); Evans and Assoc. (1998); Flannery (1993, Ch. 8); Garrison (1991); Kegan (1994); Knox (1977, Ch. 10, Appendix; 1979; 1998; 2002); Merriam (2000, Ch. 10); Merriam and Brockett (1997); Miles (1965); Miller and Assoc. (1993); Newman (1994); Ottoson (1997); Palmer (2000); Payne and Assoc. (1984); Quigley and Kuhne (1997); Rose and Leahy (1997); Rowden (1996); Solomon, Bezdek, and Rosenberg (1963)

COURSE PAPER

The course is organized with common basic readings, and supplementary readings of special interest to you. By Unit E, submit your plan for a paper or other course project report, which could be a research proposal on adulthood. The form for assessment of your course project report (included in the syllabus) lists criteria to be used for evaluation of the report, which will be the main basis for course grade. Submit the plan for the paper in the form of a learning contract. Typical learning contract sections specify your educational needs which the project should meet (with a comment on how you assessed them), your specific objectives for the project (and how you decided on these), the activities you plan for the project (and why you selected those), and the type of report or other products of your project that can be used to

4. Depth of Analysis	1	2	3	4
5. Evidence of Reflection	1	2	3	4
6. Implications for Practice or Research	1	2	3	4

D. Electronic Version of ELPA Course Evaluation Form is available or send (add location)

E. COURSE PROJECT

- a. Purpose – To conduct and report on a focused and relevant topic on adult development and learning.
- b. Due – Next to last course session (12/04/07)
- c. Report length up to 5,000 words (20 double spaced pages) with sections such as the following.
 - 1. Executive Summary
 - 2. Introduction to the purpose and importance of the paper
 - 3. Rationale for paper including recent pertinent writings
 - 4. Conclusions and discussion
 - 5. References

F. PROGRESS REPORTS – Submit electronically by Monday noon before discussion for each unit and class session a progress report of up to 250 words which indicates readings completed, main benefits, reflections on career related implication, and especially questions for Tuesday evening class discussion. (Due by Monday noon) The Tuesday session agenda will reflect the progress reports.

The following guidelines for netiquette in online learning may be useful

http://academic.son.wisc.edu/wistrec/archive/general_info/general_info.html

Netiquette

"Netiquette" is a code of behavior for the Internet. You should follow these in addition to normal rules of behavior for a classroom setting. We will review both.

For the Learning Environment

- **Use proper language. One educator suggests that you speak as though your grandmother were in the room.**
- **No jokes, insults, or threats of a personal, racial, or sexual nature. Otherwise, humor and wit are greatly encouraged and appreciated.**
- **Challenge ideas, not people.**
- **Keep postings to no more than two screens. People get lost and tired if they are too long.**
- **DON'T USE ALL CAPITAL LETTERS. PEOPLE FEEL AS IF THEY ARE BEING SCREAMED AT.**
- **Don't worry too much about typing errors and spelling, as long as you can be understood.**
- **Communication is 80% nonverbal but we can't see you wink or smile. It is often helpful to use "emoticons" (emotion icons) or abbreviations to indicate your state of being. The most common emoticons are the smiley face :) and the frowning face :(There are others which you will learn along the way. Some common abbreviations are:**

lol = laughing out loud
 rofl = rolling on floor laughing
 LTNS = Long Time No See
 IMHO = In My Humble Opinion
 BTW = By The Way

For a list of emoticons visit: <http://www.albion.com/netiquette/book/0963702513p59.html>

General Internet Rules of Behavior

There is a book on [Netiquette](#) which is posted on the Internet. It explains in detail the rules for online communication. The Core Rules from that book are:

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

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